DOCUMENT RESUME

ED 274 857 CE 045 256

TITLE	Spotsylvania County Intermediate Schools Resource Notebook. Career Education Lesson Plans.
INSTITUTION	Spotsylvania County Public Schools, VA.
SPONS AGENCY	Virginia State Dept. of Education, Richmond.
PUB DATE	Apr 86
GRANT	VA-86-1-113-BC-001
NOTE	184p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Career Education; *Career Guidance; *Computer Assisted Instruction; *Guidance Centers; Junior High Schools; Learning Activities; Lesson Plans; *Microcomputers; *Resource Centers

ABSTRACT

This resource notebook contains lesson plans for use in providing career education to students in grades 6, 7, and 8. Lessons plans are organized into sections addressing the following subject areas: language arts and foreign language, reading, mathematics, science, social studies, health and physical education, special education, and fine arts and vocational education. Each lesson plan contains some or all of the following: subject area(s) addressed, unit(s) in which the activity could be integrated effectively, objectives, procedures for infusing the activity into the existing curriculum, resources and materials needed to complete the activity, and comments on use/suggestions for future use. The individual lesson plans describe a variety of activities provided, including completing written exercises, listening to guest speakers, taking field trips, using newspapers and magazines, participating in a spelling bee, constructing posters, staging incidents and having other students write newspaper articles describing them, writing reports and letters, and doing library research. (MN)

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SPOTSYLVANIA COUNTY INTERMEDIATE SCHOOLS

RESOURCE NOTEBOOK

CAREER EDUCATION LESSON PLANS

CAREER EDUCATION GRANT #VA-86-1-113-GC-001

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CE 045 256

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April 1986

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FOREWORD

As part of the Vocational Education Grant received by Spotsylvania County from the Commonwealth of Virginia, Department of Education, for the 1985-86 school year, the three intermediate schools in the county initiated a comprehensive career education plan for grades six, seven and eight. The project, Improving Career Awareness In The Middle Grades By Initiating A Microcomputer Program, was designed to place emphasis on career education/awareness in the curriculum by complementing existing materials in the Career Resource Center of each school through the use of microcomputers and selected vocational/career materials.

As a portion of the program, this resource notebook of Career Education Lesson Plans has been compiled by the guidance personnel of the three schools. Teachers submitted lesson plans of career education activities, and these plans have been organized according to subject area in this notebook as a guide/resource for future career education. Although the notebook is organized by subject area, many of the included activities are in no way limited to one particular subject.

The order of contents is as follows:

Section I..................Language Arts
Foreign Language
Section II..................Reading
Section III..................Mathematics
Section IV..................Science
Section V..................Social Studies
Section VI..................Health
Physical Education
Secton VII..................Special Education
Section VIII..................Fine Arts
Vocational

In summary, this notebook provides an additional resource for teachers, counselors, and other school personnel, as efforts continue to improve and expand the career education program in the county at the intermediate level.

ACKNOWLEDGEMENTS

With the aid of many individuals, the comprehensive career education plan designed for the students of Spotsylvania County's intermediate schools has been fully implemented during the 1985-86 school year.

Special appreciation is extended to the faculty and staff of Battlefield Intermediate School, Spotsylvania Intermediate School, and John J. Wright Intermediate School for their contributions to this Resource Notebook of Career Education Lesson Plans and to the overall career education efforts made throughout this school term.

For their support of the project, the administration of the three intermediate schools, as well as the central office staff--especially Dr. James A. Meyer, Assistant Superintendent for Administration and Finance, and Mr. John D. Balyean, Director of Vocational Education, are also recognized.

Project Directors:

Jeanette B. Stewart
Spotsylvania Intermediate School

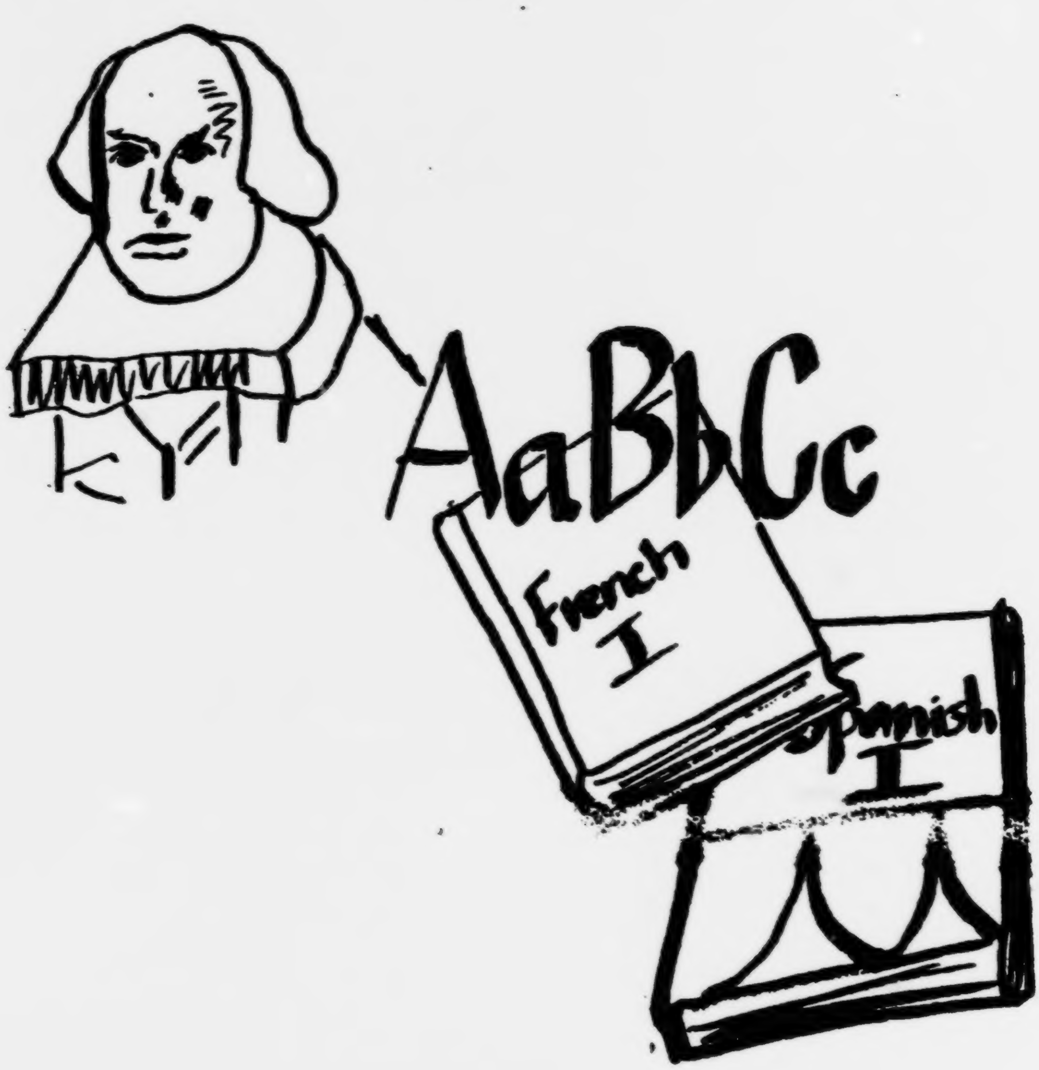
Bernice S. Easley
Battlefield Intermediate School

James Grace
John J. Wright Intermediate School

SPECIAL NOTE:

Recognition and appreciation are extended to Mrs. Toni Scott, art teacher at Spotsylvania Interemediate School, for her design and creation of the subject matter divider sheets of the notebook.

Language Arts
Foreign Language



Subject Area(s) Spelling

Unit(s) Career Words

Teacher Burch

Objective (s):

1. The students will spell job titles in a review of suffixes -er, -or, -ian, -ist.

2. The students will match job titles with their meanings/work descriptions.

Procedure(s)/Infusion Process:

1. Have students read the words from the spelling list and briefly describe what each job title does.

2. Have students select 5-10 of the job title words and make a poster on which they illustrate the job title and define it.

3. Have students participate in a career spelling bee where they must spell the job title correctly and identify its meaning.

Resources and Materials:

Spelling Book (pp. 140-143)

Magazines

Poster board, markers

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts
Unit(s) Newspaper
Teacher S. Campbell

Objective (s): The students will understand the relationship between writing and note taking skills in a newspaper career.

Procedure(s)/Infusion Process:

1. Study the requirements of a reporter.

2. Show filmstrip on the types of articles that appear in a paper, and the various techniques used in writing each type.

3. Study the importance of lead paragraphs.

4. Study effective notetaking procedures while on assignment.

5. Emphasize the importance of accurate facts in an article.

6. Stage an incident and have the class write it up as an article.

7. Guest speaker

Resources and Materials:

"The Newspaper in America" - filmstrips and cassettes

Booklet "Newspaper in Education Week"

The Newspaper - Complete Resource Book

Newspaper Reporter

"Profile of a Newspaper" Cassettes

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts
Unit(s) Newspaper
Teacher S. Campbell

Objective (s): The students will understand the importance of accuracy and grammatical proficiency in a newspaper career.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Stage an incident and have the students write it up in an article. 2. Pair students together and have them correct errors in construction. 3. Re-write papers according to the marked corrections. 4. Read papers to the class and point out individual viewpoints and points of emphasis given by different students on the same staged incident.	Filmstrip on Editing Procedures The Newspaper - Complete Resource Book "Profile of a Newspaper" (The News Story)

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Newspaper

Teacher S. Campbell

Objective (s): The students will understand the importance of job qualifications, oral communication and accuracy in filling out forms when applying for a job.

Procedure(s)/Infusion Process:

1. Read the classified ads section of the newspaper.

2. Apply for an advertised job.

3. Fill out an application supplied by the company.

4. Write a resumé showing capabilities/talents that would qualify the student for the job.

5. Conduct an interview.

6. Apply for a Social Security card.

Resources and Materials:

Local Newspaper

"Forms in Your Future" masters book

"The Newspaper - Reading Skills" (filmstrips)

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Self Understanding

Teacher C. Elliott

Objective (s): The student will be able to develop a paragraph from a basic topic sentence.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Give students a topic sentence such as-- Health is an important aspect to consider in choosing a career.	English book
2. Have students add developing sentences and a concluding sentence.	Career Briefs
3. Write a business letter in acceptable form to request information on a health career.	

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Spelling and Grammar

Teacher C. Elliott

Objective (s): The students will associate spelling words with careers as part of learning basic sentence structure.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Write sentences with spelling words associating them with a special occupation.	Spelling words
2. Make sentences colorful and lively.	English text
	List of occupations

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Letter Writing

Teacher B. Fritter

Objective (s): The students will be able to identify the parts of a business letter and write a good business letter.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Provide students with a dittoed copy of a format sheet to help them place the parts of a letter in the proper place. 2. Have students select a career they want information on and write a rough draft of a business letter. 3. Write the final draft and mail the letters.	English textbook List of addresses where information can be obtained

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Book Report

Teacher B. Fritter

Objective (s): The students will be able to identify an occupation and the skills and requirements needed for that occupation.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students check out a book on a career and read it. 2. Have students give an oral report to the class, identifying what the occupation is and the skills needed. 3. Suggest students dress up as required by his/her career choice or make a model that would demonstrate the skills needed.	Library books

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts
Unit(s) Spelling
Teacher B. Fritter

Objective (s): The students will be able to spell correctly words related to careers, use good sentence construction and identify the meaning of career words.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Define orally the spelling words. 2. Write sentences with spelling words describing an occupation. 3. Have students design a cross-word puzzle using the spelling words. 4. Have students exchange puzzles and work another student's puzzle.	Spelling list designed by teacher Dictionary of Occupation Titles

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Careers/Directions

Teacher Gilliland

Objective (s): The students will understand the mastery of writing directions clearly as a means to achieving success in career goals and life roles.

Procedure(s)/Infusion Process:

1. Discuss with students that almost all activities they participate in as students or adults require them to follow directions and give clear directions.

2. Ask students to give examples of times when they must write careful directions or give directions orally.

3. Distribute 4"x6" index cards to students and ask them to write out three recipes that they would like to have for lunch on a given day. Choose foods you know how to make, because you will be writing out the recipe.

4. List on card the ingredients in the top section as well as the amount of each ingredient necessary. Then in logical order, write out the directions in complete sentences.

5. Collect cards and redistribute them to the class. Ask for volunteers to read and act out the preparation of another's recipe, seeing if they can follow the directions.

6. Followup with discussion of the necessity of writing clear directions. Make an oral list of people whose jobs require them to give accurate directions.

Resources and Materials:

Index Cards

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Careers

Teacher M. Gilliland

Objective (s): The students will develop a personal résumé and assemble a personal collage based on their individual skills, talents, abilities, and personal characteristics.

Procedure(s)/Infusion Process:

1. Discuss and explain a résumé with the class.

2. Distribute copies of well written résumé to acquaint students. Try to provide from a variety of backgrounds, experiences and personal accomplishments.

3. Explain the importance of a résumé and that this is a "passport" to a job.

4. Discuss how an employer uses the résumé.

5. Discuss the steps in writing a good résumé.

6. Allow time for students to write their résumés.

7. End by having construction paper, glue, and scissors to design a personal collage of the information they have included in written résumé.

8. Display written and pictorial résumés in the classroom.

Resources and Materials:

"Sample Résumé Practice Form" Activity Sheet

White Unlined Paper

Pens/Pencils

Materials for collage

Construction paper, glue, scissors, personal data

Comments on use/Suggestion for future use:

Subject Area(s) Language Arts

Unit(s) Careers/Self Expression

Teacher M. Gilliland

Objective (s): The students will recognize that career choices and accompanying decisions are based on self-expression and self-understanding.

Procedure(s)/Infusion Process:

1. Prepare Activity Cards

2. Explain to class that they are going to participate in an game to prepare them for speaking about their goals and ambitions.

3. Have students group around table and activity cards should be in a pile face down on table.

4. Instruct one person to begin by picking up the top card and reading it aloud. Someone in group completes the question/statement with a realistic answer.

5. Someone in group may announce "Dare" as a challenge for the person to explain the answer.

6. If there is no "Dare" or if everyone has satisfactorily asked their questions after the "Dare" allow the second person to the starter' right to pick up the next card and begin again.

7. Continue until all cards have been played.

Resources and Materials:

BICEP - Oral Communication

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) Modifier Unit

Teacher Pennington

Objective (s):

Students will identify and use adjectives and adverbs effectively and incorporate the connotation of words with reference to fact and opinion and slanting and relate them to various careers.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Brainstorm with adjectives to describe given nouns and adverbs to describe given verbs, adjectives, or adverbs.	English text
2. Read and discuss the chapter on modifiers doing stated exercises.	Literature text
3. Use a thesaurus to give vivid and appropriate modifiers.	thesaurus
4. Discuss the use of modifiers in various writing - a work of fiction, a work of nonfiction, newspaper report, editorial, sports column, and commercial advertisements.	newspapers
5. Display pictures of people in various careers and have students write a descriptive paragraph(s) depicting the person at work without mentioning the actual job. Read the paragraphs orally and have the class try to identify the career as soon as possible.	posters of career people

Comments on use/Suggestion for future use:

Subject Area(s) English (Spelling)
Unit(s) Spelling
Teacher McWilliams

Objective (s):

The student will learn the spelling, meaning and correct use of a given list of words. (Spelling Unit Objective)

The student will learn the spelling and meaning of a given list of career words. (Objective as related to careers)

Procedure(s)/Infusion Process:

1. Assign each student a career word.
2. Given each student his/her individual assignment. Prepare to teach the class how to spell the word (must have one visual aid). Prepare to teach the class about the career (define it, explain responsibilities, discuss necessary training.)
3. Allow time in library for research and preparation.
4. Individuals present their projects to the class.
5. Quiz class on spelling of career words.

Resources and Materials:

Career words - HBJ Spelling pp. 140-143.

Library career education materials

Assorted materials for visual aid

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) Writing Business Letters

Teacher McWilliams

Objective (s):

The student will write a business letter to an area professional whose career is one in which he/she is interested.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Inform students of the assignment in advance. 2. Review the parts of a business letter and envelope. 3. Discuss content of business letter in which purpose is to request information. 4. Outline information to be included in body of letter. 5. Compose business letter (allow class time.) 6. Exchange letters with a partner for proofreading of mechanics and content. 7. Compose final draft of letter and envelope. 8. When replies from letters are received, students will share them with the class.	8½ x 11" unruled white paper 9½ x 4" envelope stamp address of individual in desired career Building English skills (English text) p. 130-134

Comments on use/Suggestion for future use:

Subject Area(s) English
Unit(s) Author's Purpose
Teacher McWilliams

Objective (s):

The student will discern the author's purposes. (Unit Objective)

The student will discern the lyricist's purpose in a song. (Objective as related to careers)

Procedure(s)/Infusion Process:

1. Distribute the lyrics to the song "Feel Like a Number" by Bob Seeger.
2. Discuss the theme and author's purpose.
3. Determine the tone of the song through lyrics only.
4. Listen to song and compare its tone to the hypothesis.
5. Compare and contrast lyrics to musical tone.
6. Determine the lyricist. (Bob Seeger)
7. In addition to the lyricist, disucss others involved in compilation of song (i.e., careers in music.)

Resources and Materials:

Song "Feel Like a Number" and lyrics

Record Player

Careers in Music

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) 1

Teacher Richards

Objective (s): The students will understand the correct way to put out a newspaper by implementing the newspaper as a classroom tool and having a learned professional visit the classroom.

Procedure(s)/Infusion Process:

1. Students are given newspaper paper and use the entire period lining it off correctly.
2. Have The Free Lance-Star personnel visit class.
3. Have students write papers. (approx. 4 days)

Resources and Materials:

The Free Lance-Star

Pen, Paper, Ruler

Filmstrips

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) 2

Teacher Richards

Objective (s): The students will use careers as journal topics.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Days 1-5 - Have students use topics relating to careers as journal topics. Example: Explain one job you would like to have when you are older.	Journals Board Pen

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) Career Spelling Words

Teacher Wagner

Objective (s):

Students will be able to associate spelling words with careers; research individual careers; report orally on individual careers with illustrations; and spell correctly various career words.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Introduce and discuss career words from spelling unit 35. 2. Choose one career word and research it. 3. Write a report on that career. 4. Present report orally including an illustration. 5. Complete various exercises dealing with spelling. 6. Take a test matching careers and meanings as well as spelling.	Spelling text grade 7 Encyclopedias, dictionaries Pictures, drawings, or objects illustrating each career

Comments on use/Suggestion for future use:

Will be implemented during the last week of school.

Subject Area(s) Language Arts 7 & 8

Unit(s) Writing/Interviewing

Teacher S. Whitlow

Objective(s): The students will become more aware of jobs/professions of family members and at the same time reinforce their writing skills and interviewing techniques.

Procedure(s)/Infusion Process:

1. Assign students composition on one family member's occupation.
2. Have them draw a picture of this occupation.
3. Read compositions aloud to class.
4. Use pictures as bulletin board materials.

Resources and Materials:

Families

Paper, crayons

Comments on use/Suggestion for future use:
This can be modified to use with newspaper study. Students can write an advertisement for the classified column instead of a composition.

Subject Area(s) Language Arts 8

Unit(s) Letter Writing

Teacher S. Whitlow

Objective (s): The students will reinforce their business letter writing skills and have the opportunity to use those skills in gathering career information.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Assign pages to be done independently. 2. After this work is completed, have students choose a career to gather information about. 3. Help them find an address for chosen career and have them write letter inquiring about specific job. 4. Use materials sent to students as career bulletin board.	Building English Skills (textbook) pages 130-143 Library -Career Resource Center materials

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) Publishing-Who's Involved ?

Teacher Wilson

Objective (s): The students will understand how a book is made and create a poster explaining the process.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Unit: "The Basics of Writing"	Library Research Time
2. Research the publishing end of writing-specifically what are the job areas involved in getting a book published.	Speaker
3. Create a poster explaining the process.	Poster Board
4. Display posters in the library.	

Comments on use/Suggestion for future use:

Subject Area(s) English
Unit(s) Which Career For Me ?
Teacher Wilson

Objective (s): The students will understand several English related career choices and be able to present their findings to their classmates.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Research several career choices, as an introduction to the unit on writing. Lawyer Reporters--paper, T.V. Advertising 2. Have students present in Essay form Poster - Captioned Short Story News Story	Library research time Class presentation time

Comments on use/Suggestion for future use:

Subject Area(s) English

Unit(s) What Exactly Do Writers Do ?

Teacher Wilson

Objective (s): The students will become more aware of the process a writer follows i.e. getting an idea, first drafts, editing (how to get published).

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Invite a published writer to speak to students about "What Exactly Do Writers Do ?" 2. Follow with the unit on the writing process.	Mrs. Fitzgerald - a published writer

Comments on use/Suggestion for future use:

Subject Area(s) Latin
Unit(s) Careers
Teacher S. Lee

Objective (s): The students will become cognizant of the importance of the study of foreign languages in working for certain branches of the Federal Government, especially the State Department.

Procedure(s)/Infusion Process:

1. Prepare ditto for students on various careers relating to the State Department for class discussion.

   May include:
   - Foreign Service Officer
   - Foreign Service Information Officer
   - Foreign Service Secretary

2. Discuss the nature of the work and the requirements for such vocations.

Resources and Materials:

Ditto prepared by teacher from Career Information file.

Encyclopedias

Comments on use/Suggestion for future use:

Subject Area(s) Latin
Unit(s) Anthropology/Archeology
Teacher S. Lee

Objective (s): The students will become aware of the relationship between the study of languages and the field of anthropology and two of its branches, archeology and linguistics.

Procedure(s)/Infusion Process:

1. Distribute materials showing excavations in Italian cities of Pompeii, Herculaneum, and the Etruscan cities of Cerveteri, Tarquinia, and Tuscanis. Display these materials.

2. Show filmstrips of excavations of the above cities and discuss.

3. Discuss the importance of anthropology to history.

Resources and Materials:

Library books:
The Etruscans, An Unsolved Mystery
Roman Roads

National Geographics: May 1984, Dec.1982, Feb.1984

Filmstrips:
"Pompeii"
"Roman Arts"

Comments on use/Suggestion for future use:

Subject Area(s) Latin
Unit(s) Journalism
Teacher S. Lee

Objective (s): The students will increase their English vocabulary and relate the information to various careers in which in a good command of the English language is needed.

Procedure(s)/Infusion Process:

1. Distribute ditto sheets using vocabulary of current chapters being studied.

2. Have students list the Latin derivative of each word, learn its English meaning and how it is used in English.

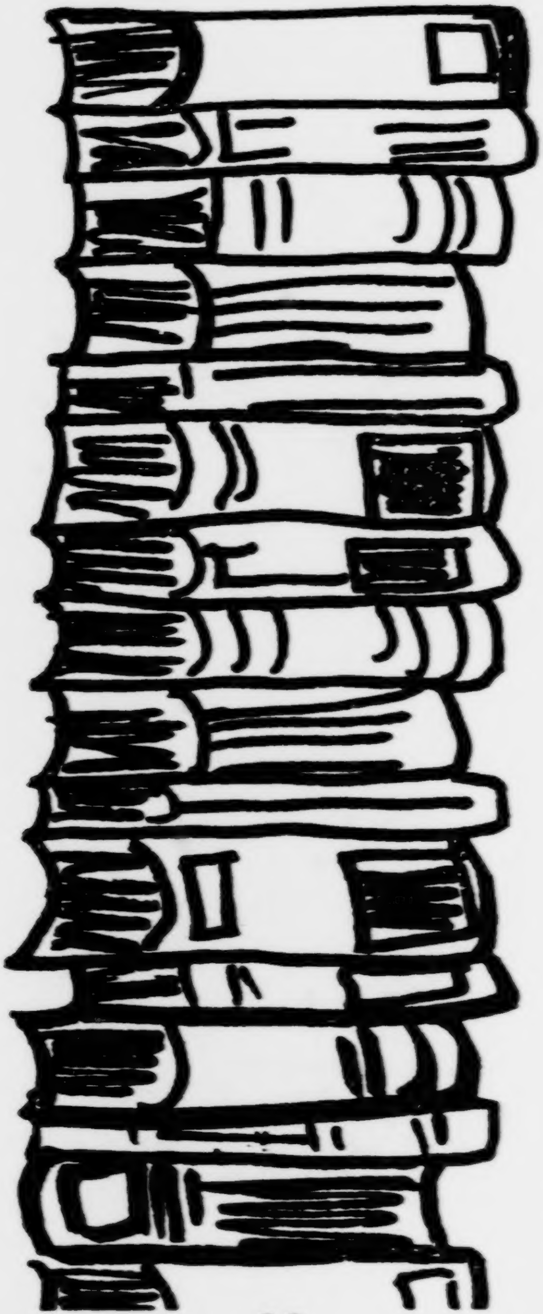
3. Have studnets located English derivatives in newspaper articles which are brought in.

Resources and Materials:

Textbook containing vocabulary
Textbook of derivatives
Newspaper articles
Teacher made ditto

Comments on use/Suggestion for future use:

Reading



Subject Area(s) Reading
Unit(s) Short Story
Teacher L. Artman

Objective (s): The students will explore careers included in various short stories.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Read Sun Spray story"Wild Courage".	Sun Spray reading text
2. Discuss career opportunities available and education necessary in Park/Forestry Services/Animal Husbandry Careers.	Career Resource Center materials
3. Invite Park Service guest speaker.	Guest Speaker

Comments on use/Suggestion for future use:

Subject Area(s) Reading

Unit(s) Short Story/Vocabulary

Teacher L. Artman

Objective (s): The students will discuss the reality of sickness and the necessary personal qualities for working in health related careers through vocabulary development exercises and the literary unit.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Discuss the realities of illness as part of the human condition.	Sun Spray "Let the Balloon Go"
2. Read Sun Spray Literary Unit.	Health Career Information from Career Resource Center
3. Discuss the knowledge and dedication and expertise of people in the health care field and develop vocabulary from career planning unit.	Guest Speaker
4. Provide a guest speaker from the health care field.	
5. Complete vocabulary quiz.	

Comments on use/Suggestion for future use:

Subject Area(s) Reading
Unit(s) Learning About Authors
Teacher Bergman

Objective (s):

Students will research and report on the lives and works of famous authors.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Distribute list of authors.	Author List
2. Discuss each briefly by noting their most famous works.	Library
3. Explain library reference materials and other sources which could be used to find information on each author's life.	
4. Allow students time in the library to choose an author and complete research to write a biography of him or her.	

Comments on use/Suggestion for future use:

Students tended to want to report on authors whose books they had read. (I only used this activity with an academically talented class.) It was difficult, though, to find much information on the more modern-day authors. Although several had to change from their first choice, the end products were good.

Choose one author. Write a 1-2 page biography on your author. Be sure to include the titles of some of his/her works.

Jack London

Rudyard Kipling

William Shakespeare

Nathaniel Hawthorne

Judy Blume

Beverly Cleary

James Herriot

Louisa May Alcott

Lewis Carroll

A. A. Milne

E. B. White

Margaret Mitchell

H. G. Wells

Ray Bradbury

Harper Lee

Leonard Wibberly

Frank Baum

Albert Label

S. E. Hinton

Mark Twain

Shel Silverstein

Madeleine L'engle

Edgar Allan Poe

John Steinbeck

Laura Ingalls Wilder

Agatha Cristie

Sinclair Lewis

Jules Verne

Betsy Byars

Scott O'Dell

E. E. Cummings

Robert Louis Stevenson

Robert McCloskey

Sir Arthur Conan Doyle

Washington Irving

Victor Hugo

Charkes Dickens

George Orwell

Subject Area(s) Reading
Unit(s) Jobs Requiring Uniforms
Teacher G. Carter

Objective (s): The students will interview persons who wear uniforms.

Procedure(s)/Infusion Process:

1. Have students complete an oral or written interview.

2. Have students complete a written report on job requirements and then read report orally to class.

3. Display or wear uniforms.

Resources and Materials:

Pamphlets, leaflets

Starflight reading book

Uniforms and extras

Awards or certificates

Comments on use/Suggestion for future use:

Subject Area(s) Reading
Unit(s) Research
Teacher G. Carter

Objective (s): The students will become more aware of an artist, sculptor or painter as part of a research unit.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Select a book on an artist to read.	Library
2. Bring in selections or portraits from home or library to tell why students find them appealing or cherishing to them.	Home resources
3. Have students give an interpretation on selections brought in as if they had produced the portrait.	

Comments on use/Suggestion for future use:

Subject Area(s) Chapter I Reading
Unit(s) Job Role-Playing in an Interview
Teacher Eloise Chambers

Objective (s): To instruct the students what to expect in a job interview.

Procedure(s)/Infusion Process:

Students role-play in a job interview. Research information related to the job interview, sequencing steps for a job interview, finding the main idea of the picture.

1. In the school library or public library or the local branch government office find information about a job interview.
2. Draw a cartoon strip to show what to do for a job interview.
3. Each cartoon should show one step in getting ready for the interview. Be sure steps are in order.
4. Under each cartoon write a sentence that tells about the picture.

Resources and Materials:

School library

Public library

Local branch government office

Comments on use/Suggestion for future use:

Subject Area(s) Chapter I Reading

Unit(s) Short Story ("Help Wanted")

Teacher Rosetta M. Cole

Objective (s):

1. To instruct the students to stress the need for determination in job hunting and for refinement of interview techniques.
2. To realize the value of newspaper want ads and proper communication with school staff.

Procedure(s)/Infusion Process:

After completion of the story, have students prepare a bulletin board display featuring help-wanted ads and collages made from newspaper ads.

Answer prepared questions pertaining to character's behavior and her preparedness for the job interview.

Dramatize the story.

Role - play job interviews.

Complete withholding statement and Social Security number applications.

Resources and Materials:

A variety of job applications forms.

Textbook

A newspaper with a large help-wanted section

A supply of applications for Social Security numbers.

Employees Withholding Allowance Certificates (W-4 Form)

Comments on use/Suggestion for future use:

Subject Area(s) Chapter 1 Reading

Unit(s) Emergency and Service Phone Number

Teacher Rosetta M. Cole

Objective (s): To instruct the students to choose appropriate phone numbers.

Procedure(s)/Infusion Process:	**Resources and Materials:**
Review "Key Words" which introduce necessary vocabulary.	Telephone Directory
Students are to answer three questions that relate to the real-life material on which the lesson is based.	Reading Text
Have students respond to these questions by following three basic steps to process information: locating, understanding and deciding.	Community resource persons
Have students keep a list of emergency phone numbers near their phone.	
Have students interview persons who serve the community.	

Comments on use/Suggestion for future use:

Subject Area(s) Reading

Unit(s) Types of Conservationists

Teacher R. Danial

Objective (s):

1. Students will gain knowledge in the different areas of occupations as conservationists.
2. Students will reinforce card catalog skills to find books on assigned subjects.
3. Students should be able to report to the class on the qualifications, duties, and job availability of their assigned area of conservation.

Procedure(s)/Infusion Process:

1. Read and discuss the story "The Environment is Their Business", pp. 193-199.
2. Discuss the different areas of conservation to build interest in the subject.
3. After looking up information in the library, read the information and give a 3 minute report to the class on job requirements, education requirements, duties of the job and job availability.
4. Types of conservationists:
   1) pollution engineer
   2) air pollution technician
   3) meteorologist
   4) snow rangers
   5) education specialist
   6) soil conservationist
   7) soil scientist
   8) soil conservation aide
   9) marine biologist
   10) marine botanist
   11) marine zoologist

Resources and Materials:

Reading Book - Sun Spray

Card Catalog

Library books

List of types of conservationists

Comments on use/Suggestion for future use:

Subject Area(s) Reading

Unit(s) Classifying and Summarizing

Teacher R. Daniel

Objective (s):

Students will become familiar with their parents' occupations and will complete a creative writing assignment based on the information gained from their interviews.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students write questions which will be asked during the interview with parent. The questions will be classified by categories. 2. Have students interview parents and summarize the interview in a creative story. 3. Have students share stories with entire class.	Use the skill lesson in Sun Spray "Classifying and Summarizing" pp. 239-241. Parents

Comments on use/Suggestion for future use:

This project will be evaluated during the process of sharing with other students - classifying and summarizing skills will be judged.

Some students commented that they had learned a great deal about their parents' work.

Subject Area(s) Reading
Unit(s) Bibliographies/Research Skills
Teacher J. Jones

Objective (s): The students will use a variety of sources to locate information and write a bibliography on a chosen occupation.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Define and discuss the construction of a bibliography. 2. Direct students to choose an occupation. 3. Identify possible reference sources for career information found in the library. 4. Distribute and explain the "Bibliography Worksheet." 5. Instruct students to use a variety a sources to locate information on chosen career. 6. Have students construct a bibliography based on chosen career/ occupation.	Library/Media Center Bibliography Worksheet

Comments on use/Suggestion for future use:
Students may be asked to give an oral or written report following their library research.

Subject Area(s) Reading
Unit(s) Research Skills
Teacher J. Jones

Objective (s): The students will recognize the contributions made to society by women, both in the past and the present.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Ask students to brainstorm names, occupations/careers and or significant contributions made by women. 2. Discuss problems that females have faced in aspiring to leadership roles and personal achievements. 3. Divide class into groups and introduce "Heroines" Acitivity Sheet.	Books and Research materials appropriate to famous females "Heroines" activity sheet

Comments on use/Suggestion for future use:
Students may wish to invite significant career women in the community to speak to the class and have these guests discuss their goals and what they consider as most significant in their work setting.

Subject Area(s) Reading

Unit(s) Vocabulary

Teacher J. Jones

Objective (s): The students will gain vocabulary proficiency through a study of Greek and Latin roots and their relationships to the English language.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Explain that many words related to careers are derived from Latin and Greek roots. 2. Distribute "Word Derivations" worksheet. Go over directions explaining that students should list as many vocabulary words as possible in the "Words Derived from This Root" and "Associated Career Vocabulary" columns. 3. Point out occupations associated with the study of languages such as pharmacist, translator, proofreader, speech pathologist, etc.	Dictionaries "Word Derivations" Worksheet

Comments on use/Suggestion for future use:

Subject Area(s) Reading

Unit(s) Using the Newspaper

Teacher Kinch

Objective (s):

Students will understand the job opportunities in newspaper journalism, printing, and delivery.

Procedure(s)/Infusion Process:

1. Distribute newspapers and have students answer questions on worksheets: Locations of various parts of paper, note how paper is written (headlines, etc.), pictures and captions, etc.
2. Discuss answers to worksheets.
3. Explain the jobs involved in printing, delivering and writing the newspaper. (Include salary and requirements.)
4. Have students choose a job in newspaper that interests them and write why they think it would be a good job for them.

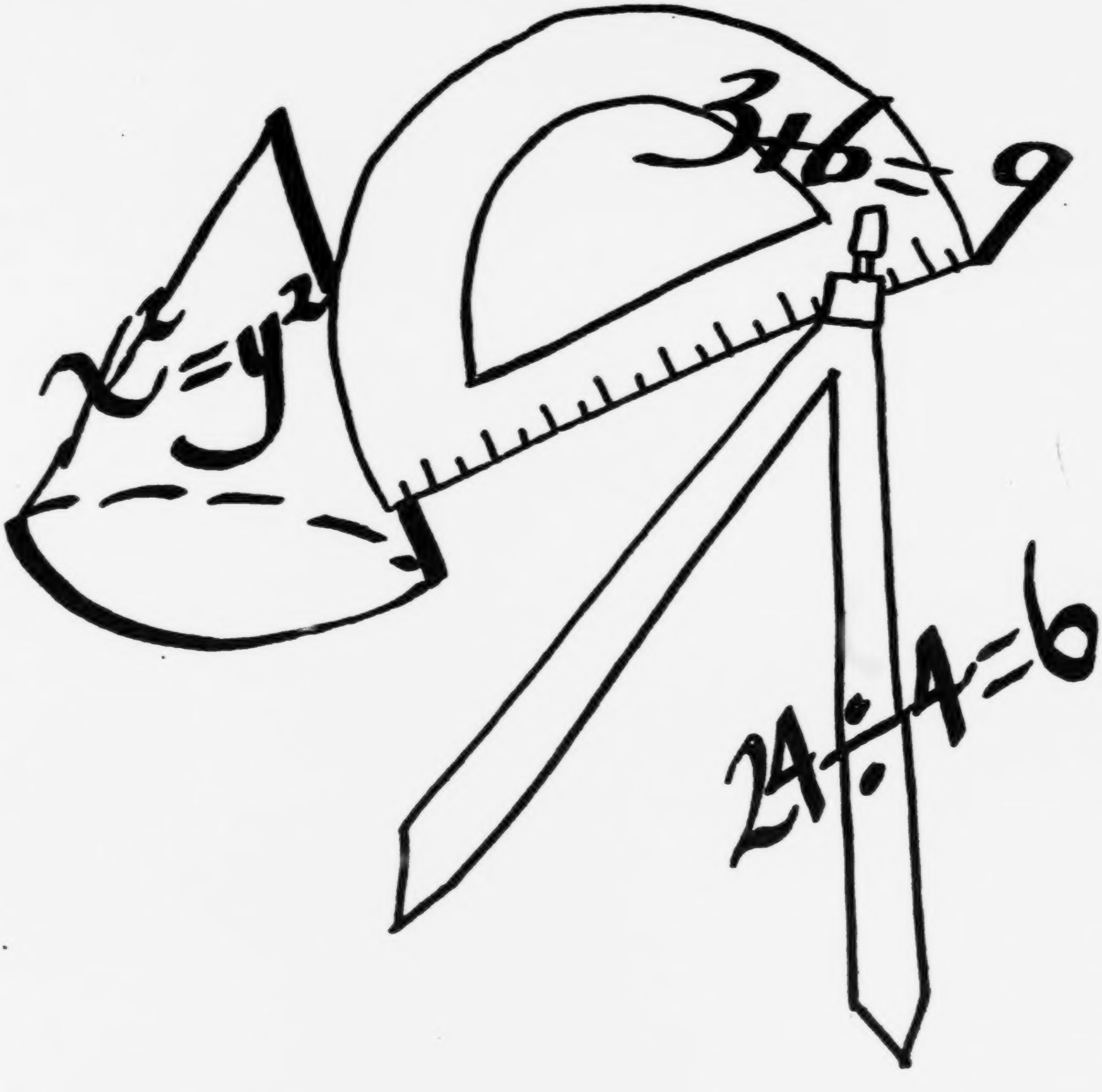
Resources and Materials:

Newspapers

Worksheets

Comments on Use/Suggestion for future use:

Mathematics



Subject Area(s) Math 8
Unit(s) Statistics
Teacher J. Chetnik

Objective (s): The students will become familiar with some of the responsibilities of a statistician.

The students will be able to construct bar graphs, line graphs and picture graphs.

Procedure(s)/Infusion Process:

1. Exhibit graphs collected from newspapers, magazines, etc.
2. Ask the class who uses graphs? business, teachers, government, law officials, historians, etc.
3. Ask the class who makes graphs? statisticians
4. Give the class some career information on statisticians.
5. Discuss horizontal and vertical scales, key intervals.
6. Do sample problems.
7. Give each study a copy of the worksheet.

Resources and Materials:

Samples of graphs

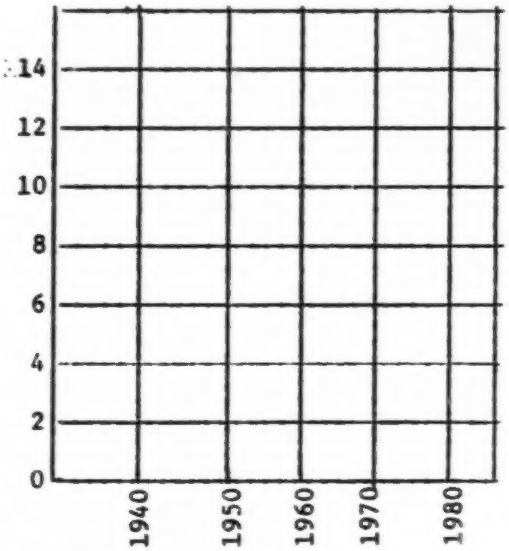
Rulers

Colored pencils

Comments on use/Suggestion for future use:

1. Construct a line graph for the following information:

Population of Oakville	
1940	2, 500,000
1950	6, 000,000
1960	8, 000,000
1070	11, 000,000
1980	12, 000,000

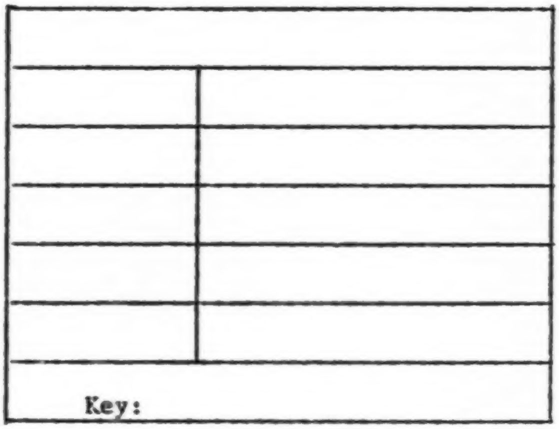


2. Construct a picture graph for the following unformation:

Key: = 600 people

People attending the
area museum

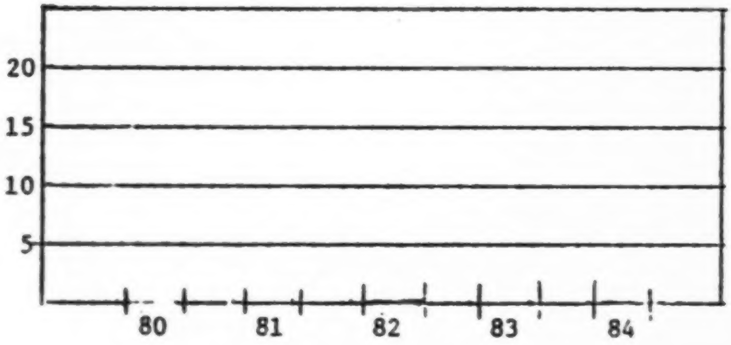
Month	Number
Apr	5700
May	3600
June	4200
July	1800
Aug	2400



3. Construct a vertical bar graph for the following information:

Number of company cars
purchased each year

Year	Number
1980	10
1981	20
1982	5
1983	10
1984	5



Subject Area(s) Math 8

Unit(s) Decimals

Teacher J. Chetnik

Objective (s): The students will become familiar with some of the duties of an automobile parts counter worker.

The students will be able to add and multiply decimals.

Procedure(s)/Infusion Process:

1. Begin by asking students if they have ever seen vehicles broken down along the roadside.

2. Ask the class what kinds of problems they have observed.

3. Ask the class where they could get replacement parts for their vehicle.

Sometimes certain parts are not kept in stock and must be ordered.

4. Ask the class what kind of responsibilities they think the Automobile Parts Counter Worker has.

5. Give the class a brief description of an automobile parts counter worker.

6. Tell the students that a price list contains the items for sale and the cost of each item.

7. Distribute price lists or write on the board.

8. Ask the students to calculate certain combinations of parts. Use sales receipts.

Resources and Materials:

Price Lists

Sales receipts

Sales tax chart

Comments on use/Suggestion for future use:

YOU ARE THE AUTO PARTS COUNTER WORKER AT "JOE'S FIX 'EM SHOP!" AFTER THE CUSTOMER TELLS YOU THE ITEMS HE/SHE WANTS, YOU MUST LOCATE THE PARTS, CHECK THE "PRICE LIST" FOR THE COST, AND THEN TALLY UP THE AMOUNT ON THE SALES RECEIPT. YOU WILL USE A TAX TABLE TO OBTAIN THE AMOUNT OF THE SALES TAX.

---

1. Mr. Max I. Mae needs the following items:

   two fan belts and one spark plug.

2. Mr. Lim O. Zene needs one battery.

3. Mr. Edd Cell wants two head lamps, one battery, one muffler, and three quarts of oil.

4. Mr. V. W. Bugg needs a set of four car mats.

5. Mrs. Dot Sun needs four spark plugs, one head lamp and a set of car mats.

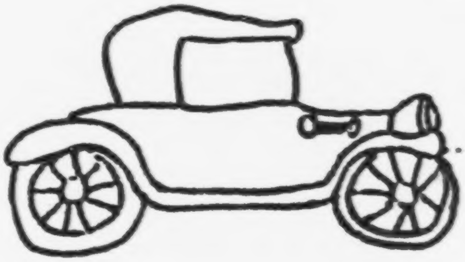
"Joe's Fix-em Up"
Price List

1.	Fan belt	$ 6.59	6.	Brake fluid	$ 2.09
2.	Battery	$45.95	7	Muffler	$39.95
3.	Head lamp	$13.95	8.	Wiper blades	$ 5.95
4.	1 Quart oil	$ 1.59	9.	Spark plugs	$ 2.89
5.	4 Car mats	$22.95	10.	Antifreeze	$ 5.39

(The price list can be written on the board.)

Joe's Fix-em Up

ITEM	QUAN.		(PRICE PER UNIT)		(COST)	
1.		X		=		
2.		X		=		
3.		X		=		
4.		X		=		
5.		X		=		
6.		X		=		
7.		X		=		
			Subtotal			
			Sales Tax			
			Total			



Date

Subject Area(s) Math 8

Unit(s) Decimals

Teacher J. Chetnik

Objective (s): The students will become familiar with some of the duties of a bank teller.

The students will use addition and subtraction of decimals as they calculate bank transactions.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Begin the activity by asking the class what type of transactions are handled by bank tellers. 2. Provide students with some career information on bank staffs. 3. Review the terms "deposit and withdrawal." 4. Discuss checking accounts and savings account balances. (Provide examples of transactions on board) 5. Tell the class bank tellers must make calculations such as the examples to maintain an up-to-date balance in checking and savings accounts. 6. Tell the class the educational training of a teller should include a high school diploma as well as other basic skills such as clerical skills, friendliness and attentiveness. 7. Provide a worksheet of transactions.	Handouts or chalk and chalkboard

Comments on use/Suggestion for future use:

The following exercises are examples of the type of transactions a bank teller handles:

Example 1. A customer gives a bank teller a check for $37.50. The customer asks for 10 one dollar bills. What are some possible combinations of bills the teller could give the customer?

(A)____

(B)____

Example 2. A customer gives a teller a check for $79.00. List three possible combinations of bills the teller could give the customer.

(A)____

(B)____

(C)____

Example 3. Mrs. Williams has a balance of $1,484.79 in her checking account. Whe writes a check for $54.16. Waht is her new balance? ____________________.

Example 4. Ethel Jones has a saving account balance of $1000.00. Ethel deposits $54.16. What is her new balance? _______.

Example 5. Betty Johnson writes checks for $29.95; $15.79; and $17.90. If her beginning balance is $797.34, what is her balance after writing the three checks? __________.

Subject Area(s) Math

Unit(s) Careers/Stock Market

Teacher M. Johnson

Objective (s): The students will understand the idea of the Stock Market and compute profit and loss on shares and dividends.

Procedure(s)/Infusion Process:

1. Discuss what students know about the stock market.
2. Distribute stock sections of the newspaper to students.
3. Identify column headings.
4. Distribute Fractions to Money activity sheet. Go over examples.
5. Have students complete the sheet.
6. Have students select three stocks and write on Following the Stock Chart activity sheet.
7. Have students"purchase"ten shares of each of these stocks. They figure the cost of each.
8. Have students, for the next five days, record the last price for their stocks and convert the number into dollars and cents.
9. Have students, at the end of five days, complete columns and have the students determine if they gained or lost money for each stock.

Resources and Materials:

Newspaper stock columns

Wall Street Journal

Fractions to Money Sheets
Following the Stock Chart Sheet

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Careers

Teacher M. Johnson

Objective (s): The students will understand the relationship between math skills and career exploration and be able to identify occupations that require math skills.

Procedure(s)/Infusion Process:

1. Discuss the world of numbers as a universal language.

2. Have students recognize that number values are universal and that their value can be understood by all.

3. Discuss careers already known to students that involve mathematical skills.

4. Distribute Mathematics-Who Needs it? activity sheet. Students should research and write ten occupations that require a knowledge of math and at least two tasks that are associated with each occupation.

5. Have students illustrate the occupations which they have researched and design some math problems to go along with the occupational tasks.

Resources and Materials:

Dictionaries

Career materials

Activity Sheet

Comments on use/Suggestion for future use:

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Subject Area(s) Math

Unit(s) Careers/ Study Skills

Teacher M. Johnson

Objective (s): The students will understand how study skills are used in various occupations.

Procedure(s)/Infusion Process:

1. Discuss what is meant by study skills.

2. Discuss that study skills are more than preparing for a test but they are thinking skills.

3. Discuss learning outside of school. Make a list of sample learnings outside of school.

4. List and discuss careers that students know use study skills.

5. Discuss Study Skills-Who Needs Them? Activity Sheet. Have students identify two tasks associated with careers requiring study skills.

6. Distribute Who Am I? Activity Sheet.

7. Have students choose one occupation from the Who Am I? list and interview a person in that occupation.

Resources and Materials:

Activity Sheets

Career Resource Center materials

BICEPS

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Basic Skills in Shopping

Teacher Jones

Objective (s): To instruct the students to be able to recognize and identify basic skills for shopping in a supermarket.

Procedure(s)/Infusion Process:

1. Students will be able to read and understand a newspaper advertisement or supermarket ads.
    a. Students will first dicuss procedures on how parents shop.
    b. Students will be asked if anyone reads supermarket advertisements first.
    c. Students will be encouraged to bring in supermarket ads.
    d. They will study ads to see what information is given.
    e. A discussion will take place on what the given information means.

Resources and Materials:

1. Filmstrips
2. "Handouts" - dittos
3. Models of different things- Example: weights and measures- ruler, measuring cup, (weight-scale)
4. Newspaper advertisements

Comments on use/Suggestion for future use:

This type of career assignment would be carried out best if students could "follow up" with a visit to the supermarket. It would be better if they visited a supermarket with several newspaper ads.

Subject Area(s) Math

Unit(s) Money Management

Teacher Maerker

Objective (s): To instruct the students to the job of sales clerk. The student will learn the importance of receiving the correct change and giving back the correct change.

Procedure(s)/Infusion Process:

1. Divide class into groups of 5 students in each group to play the role of sales clerk.
2. Have students "buy" several items and take them to the "sales clerk" to get checked out. They should make sure they receive all change that they are due.
3. Have students switch positions several times.

Resources and Materials:

1. Newspaper advertisements
2. Fake money
3. Calculators

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Standard Measurements (linear)

Teacher Maerker

Objective (s): To instruct the student to the job of a construction worker. A construction worker uses measurement and converts from one one unit of measurement to another.

Procedure(s)/Infusion Process:

1. Begin activity by revewing basic linear measurements. (ie, inches, feet, yards)
2. Review how to use a tape measure and how to measure objects.
3. Divide into groups of two or three and have them measure selected items and write different measurements for each.

Resources and Materials:

1. Items to measure
2. Tape measures
3. Measurement charts

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Basic Operations

Teacher Maerker

Objective (s): To instruct the students to have an understanding of the importance of using basic math skills in the job of payroll clerk.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students tell what they think a payroll clerk does. 2. Have guest speaker explain his/her job and how math is used in it. 3. Have students work several sample situations (worksheets.)	1. Worksheets 2. Community resource person(s)

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Math: Classified Ads

Teacher V. Nesbitt

Objective (s): The students will be able to utilize the classified ads in a newspaper to gain realistic knowledge of job openings and to figure salaries (before and after taxes) using specified math skills.

Procedure(s)/Infusion Process:

1. Prior to beginning the lesson:

Have students locate at least two jobs (with salary listed) that they might realistically seek one day and bring the ads to class.

In Class:

2. Use the salary given and using division, figure how much you would make (1) per year, (2) per month, (3) per day.

3. Subtract 25% from each of these to see approximately how much you would make after taxes, social security, etc. are deducted.

4. Discuss and compare students' results from various career fields orally in class.

Resources and Materials:

Newspapers

Pencil, paper or calculators

Comments on use/Suggestion for future use:

Subject Area(s) Math
Unit(s) Everyone Loves a Sale
Teacher V. Nesbitt

Objective (s): The students will compute the percent of a discount and gain an insight into the sequential patterns of the discounting process.

Procedure(s)/Infusion Process:

1. Ask students why they think sales appeal to the general public.

2. Ask students to name some sale items they have recently purchased.

3. Suggest to students that they list some reasons why items may be discounted.

4. Explain what "discount" means.

5. Distribute the "Sales Galore" worksheet. This sheet lists products and indicates how much each item has been reduced.

6. Review answers with students, making sure that students are gaining proficiency of their ability to do the computation.

Resources and Materials:

Paper

Pencils

"Sales Galore" Activity Sheet

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Buying is only the beginning

Teacher V. Nesbitt

Objective (s): The students will realize that buying an item often is only the first expense connected with it by verifying initial costs and upkeep or associated costs of items.

Procedure(s)/Infusion Process:

1. Brainstorm a list of items that students would like to buy or already own which involve additional expenses almost everytime they use them.

Ex. stereo, VCR, pool, auto

2. List some of the extra expenses associated with some of these items:

records
cassettes
swimwear
gasoline, oil
tires

3. Instruct students to complete Buy Now - Keep Paying worksheet

4. Have students research the actual cost of the items involved.

5. Complete the lesson by asking
a) Do you think you would use the item often enough to get pleasure and your money's worth from owning it? Explain.

b) Could you afford the "extras"?

Resources and Materials:

Pencils

"Buy Now - Keep Paying"
Activity Sheet

Comments on use/Suggestion for future use:

-Students could repeat the exercise several months later to see if there were any changes in the cost of the items.

-Discuss part time jobs as a means of earning funds to maintain items or pay the "extras".

Subject Area(s) Algebra I

Unit(s) Graphing Equations

Teacher Oosterheld

Objective (s):

Students will learn how scientists and economists use graphs of linear equations to study things.

Students will learn how computers can be used as tools.

Students will learn how a linear equation is plotted on a graph.

Procedure(s)/Infusion Process:

1. Have students use the computer program to learn how to plot linear equations.
2. Discuss what types of information could be plotted on a line. (For example, d=r.t, straight line depreciation, etc.)
3. Discuss how scientists and others would use the graphs.

Resources and Materials:

Computers

Computer program "Graphing Equations" on MECC disk Math Vol. 1

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Real Estate Agent Commission

Teacher: Robey

Objective (s):

Students will be introduced to the job of a real estate agent and will learn how to find commission given the selling price and the rate of commission.

Procedure(s)/Infusion Process:

1. Explain to students that a commissio is a percent of a product's selling price that is kept by a store or agent.
2. Put a problem on the board showing how an agent receives commission for selling a house. Example of a problem such as an agent sells a house for $75,000 and receives a 25% commission. How much does the agent get?
3. Show the students how to solve the problem using the formula that follows:

   a. Change rate of commission to a decimal or fraction.

   b. Multiply selling price by rate of commission.

   c. To find amount agent receives, subtract amount of commission from selling price.
4. Have students work several problems using different figures.

Resources and Materials:

HBJ Mathematics book - 7th grade

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Problem Solving

Teacher M. Simmons

Objective (s): The students will become familiar with W-2 and W-4 forms and will be able to complete a W-4 form.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Distribute sample W-4 forms to students. Each area on the form will be discussed and filled in appropriately.	Page 10 of Job Information
2. Continue with discussion as to why employers need this information and who will have access to this information.	
3. Complete a worksheet on the W-4.	Page 11 of Job Information
4. Distribute sample W-2 forms to students. Each area will be discussed and the amounts entered by the employer will be explained as to how they are derived.	Page 12 of Job Information
5. Complete a worksheet on the W-2.	Page 13 of Job Information

Comments on use/Suggestion for future use:

Subject Area(s) Math
Unit(s) Problem Solving
Teacher M. Simmons

Objective (s): The students will able to determine the net amount they have earned after standard deductions have been made.

Procedure(s)/Infusion Process:

1. Distribute facimiles of paychecks and stubs to students.
2. Discuss the information on the check: Payee, Amount, Payer, Account number, Bank, Name and Date.
3. Discuss the terms/deductions on the stubs.
4. Discuss when and how to endorse a check.

Resources and Materials:

Preparing for Your Career:
Job Information

Pages 7, 8, 9

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Problem Solving; Reading Graphs

Teacher Simmons

Objective (s): The students will able to read and complete a work schedule.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Explain and show how a work schedule is read by using a transparency.	
2. Have students complete questions based on a given work schedule.	Job Information 2
3. Complete a blank work schedule when provided with the necessary information.	Job Information 3
4. Have students look for and analyze errors in an existing work schedule.	Job Information 4

Comments on use/Suggestion for future use

Subject Area(s) Math

Unit(s) Math and Television Careers

Teacher Strawn

Objective (s):

Students will have a better understanding of how math is used successfully in different jobs.

Students will know why math is important to their future success in jobs.

Procedure(s)/Infusion Process:

1. At the start of each chapter, discuss the career presented and why math is important in this field. (At the beginning of the school year, each student identified their career choice and we discussed how the different areas of math will help them succeed at their future job.)
2. To culminate this activity and help students to explore other career choices (involving math) I gave them a week to make a list of jobs seen on their favorite T.V. shows and how math is applied to the careers.

Resources and Materials:

T.V., magazines, newspapers

Textbook as a resource to start each discussion

Comments on use/Suggestion for future use:

Subject Area(s) Math
Unit(s) "Arthmetic On The Job"
Teacher K. Talley

Objective (s): The students will become aware of the various uses of mathematics in numerous careers.

Procedure(s)/Infusion Process:

1. Disply Posters on bulletin board in classroom.

2. Assign students one of the careers depicted on a poster.

3. Review preliminary lesson in measurements from student textbook.

4. Have students research assigned career to find any other ways mathematics is used in that career and prepare a short oral report to share with the class.

5. Have students copy and answer measurement questions from assigned poster.

Resources and Materials:

"Arithmetic on the Job" posters

Student Math Text

Career Reference materials

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) "Where Are We Ever Gonna Have To Use This?"

Teacher K. Talley

Objective (s): The students will develop problem solving skills in mathematics with relation to 100 different occupations.

Procedure(s)/Infusion Process:

1. Display POSTER

2. Have students complete word problems from book used as unit for several days, picking those problems associated with students' career interests.

3. Use 2 or 3 problems daily or weekly as extra interest center.

Resources and Materials:

"When Are We Ever Gonna Have To Use This?" A Dale Seymour Publication (ordered from NASCO)

Word Problems

Poster summarizing 100 occupations and kinds of math they require

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) "What More Do I Need For What I Want To Do?"

Teacher K. Talley

Objective (s): The students will learn what mathematics skills and/or courses are required for the career of his/her choice.

Procedure(s)/Infusion Process:

1. Arouse student interest in a particular career by a "career" page in one of various mathematics textbooks used in the classroom.

2. Assign students to research their chosen career (perhaps after Guidance use of VA VIEW) with particular interest shown to mathematics requirements for such.

3. Assign project to each student--possible choices may be report, posters, guest speaker, displays, etc. pertaining to mathematics skills required for particular chosen career.

Resources and Materials:

Textbook

Library and/or other career reference sources

Possible guest speakers in math career area

Comments on use/Suggestion for future use:

Subject Area(s) Math
Unit(s) Measurement
Teacher Teed

Objective (s): To instruct the students to create a scale drawing and interpret a written drawing. The student will be able to work at any job that uses measurement and expands a small drawing.(ex: builder, architect, landscaper, city planner: have students think of other professions.)

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students use written scale drawing and give the actual measurement. (Use pages 264-265) 2. Have students calculate actual mileage between cities on a road map. (May want students to bring some in.) 3. Have students draw an actual scale drawing of a room they would want in their house.	Road Maps HBJ. Math Book Pencil Paper Graph Paper

Comments on use/Suggestion for future use:

Subject Area(s) Math
Unit(s) Percent
Teacher Teed

Objective (s): To instruct the students how to find a percentage of an amount of money. Apply this knowledge to markdown in a retail related job and find sales tax in order to compute a final cost.

Procedure(s)/Infusion Process:

1. Teach students how to find a percent of a number (of a money amount). Give students formula for finding a percent of any amount. p234 HBJ.
2. Apply the knowledge of finding a % of a number to the finding of a sales tax on a given amount. p246.
3. Finding Discounts by using the formula for finding a percentage of a number.
4. Practice finding a percent on items in the paper.
5. Set up personal retail stores and take inventory. Set up a sale and calculate the percentage markdowns.
6. Sell items to members of class and have students calculate total cost.

Resources and Materials:

HBJ. Math Book (7)

Newspaper Ads.

Paper

Activity sheets

Graph paper

Store Bookkeeping Package

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Measurement

Teacher Mrs. Ann Toner

Objective (s): To instruct the students to be able to understand the importance of computing area to a carpet salesman.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students find an ad for a "Big Carpet Sale" in the newspaper. Give them different room dimensions and have them pick out different carpet for every room. They have to compute the price of carpeting the entire home using the formula A=LxW.	Newspaper

Comments on use/Suggestions for future use:

Subject Area(s) Math

Unit(s) Basic Facts - A Necessity

Teacher Mrs. Ann Toner

Objective (s): To instruct the students to understand the need for mastery of the basic facts and their application in the work place.

Procedure(s)/Infusion Process:

1. Have students brainstorm thoughts on how addition, subtraction, multiplication and division could be used in a particular career.
2. Have students interview persons as to how math is used on their particular job.
3. Have students choose a possible career and write a one page paper explanning how math could be used on their job.

Resources and Materials:

1. Math on the job posters.
2. Community persons
3. HBJ textbook

Comments on use/Suggestion for future use:

Subject Area(s) Math

Unit(s) Unit Pricing

Teacher S. Twiford

Objective (s): The students will understand the concept of unit pricing and determine its benefit for consumers.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students make a list of their needs or wants.	Newspaper Ads
2. Explain unit pricing.	Supermarket Visits
3. Have students do some comparison shopping in newspaper ads.	
4. Have students plan a menu and find out how much it will cost to buy the food for a family of four. Which supermarket best meets the budget?	
5. Visit local supermarkets to use unit pricing.	
6. Discuss findings. Which stores use unit pricing? Speak to managers of each store to find out what they feel the advantages or disadvantages of unit pricing are.	

Comments on use/Suggestion for future use:

Subject Area(s) Math
Unit(s) Bank Accounts
Teacher S. Twiford

Objective (s): The students will understand the importance of good mathematical skills in the area of banking.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Discuss the use of checks as a method of payment. 2. Have students practice writing checks and keeping a bank balance statement. 3. Discuss when mathematical skills are necessary when working with money. 4. Visit a bank - find out about savings and checking accounts.	Checking Account Slips Checks, Bank Statements, Savings Withdrawal Slips from "Mini Junior Math Module"

Comments on use/Suggestion for future use:

Subject Area(s) Pre-Algebra
Unit(s) Geometry
Teacher R. Witt

Objective (s):

Students will determine careers in which calculating area and perimeter are important.

Procedure(s)/Infusion Process:

1. Discuss formulas for area and perimeter.
2. Give simple sample problems.
3. List on board careers that use these skills; carpenter, carpet installers, etc.
4. Distribute teacher-made problem including carpet, paint, wallpaper, baseboard, window framing, etc.

Resources and Materials:

Pre-Algebra Text Pages 199-203, 180-182

Teacher-made problems

Comments on use/Suggestion for future use:

Subject Area(s) Computers (Math)
Unit(s) Flowcharting
Teacher Young

Objective (s):

Students will develop flow charts using organizational skills and check their flowcharts by having another student follow the initial directions.

Procedure(s)/Infusion Process:

1. Discuss skills needed by a computer programmer; knowledge of computer languages, ability to think logically and knowledge of how a computer operates.
2. Explain that one specific job of a computer programmer is designing "flowcharts".
3. Explain that flowcharts break down a task into sequential steps.
4. Give out "Flowchart Symbols" ditto and explain each symbol.
5. Have the class pick a certain task and brainstorm the steps needed to complete the task. List these steps on the board in sequential order. Integrate these steps into a flowchart on the blackboard. (Example attached)*
6. Emphasize that "flowcharts" help people organize their thoughts and communicate more clearly.
7. Have students decide on a specific task that they do often and have them individually create a flowchart.

Resources and Materials:

(Ditto) Flowchart Symbols

(Ditto) Flowchart

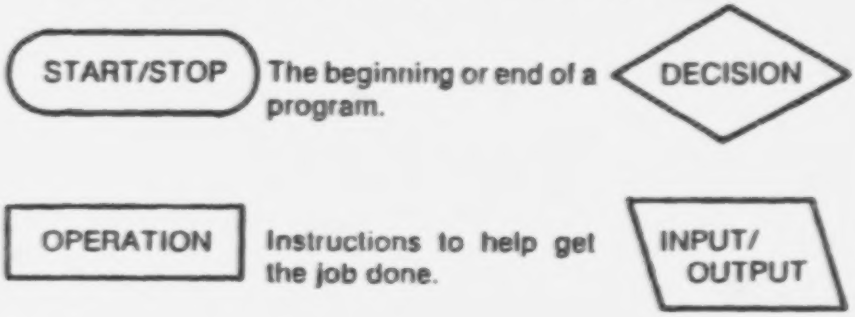
Comments on use/Suggestion for future use:

This activity worked well with an above average group.

Name ______________________________

Making a Flowchart

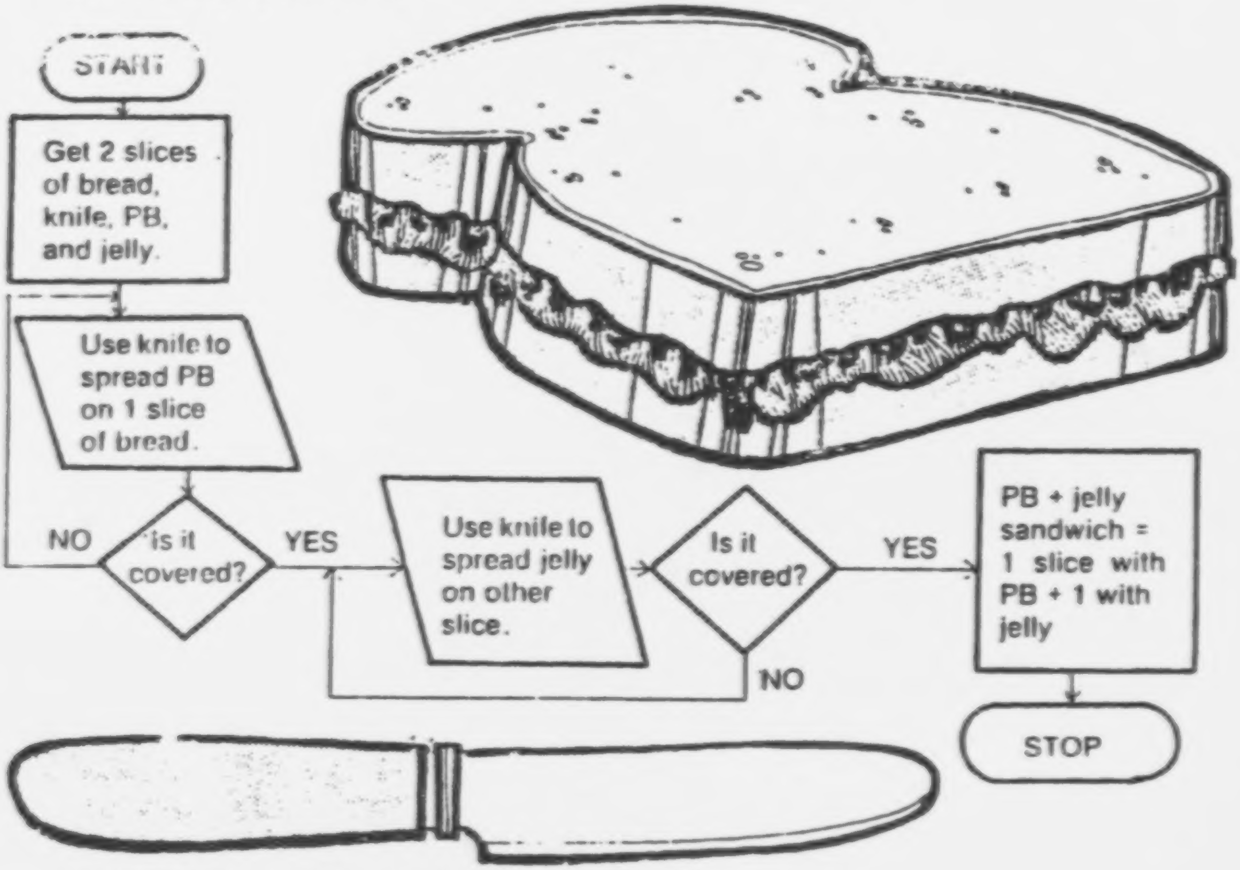
A flowchart is a diagram that shows directions and decisions more clearly. The symbols used in a flowchart are always the same shape.



START/STOP	The beginning or end of a program.
DECISION	A point where two branches (choices) are possible.
OPERATION	Instructions to help get the job done.
INPUT/ OUTPUT	Anything done by input/output equipment.

Arrows show the directions to be followed.

To make the directions clearer for XCL, here is a flowchart for making a peanut butter and jelly sandwich.


START
Get 2 slices of bread, knife, PB, and jelly.
Use knife to spread PB on 1 slice of bread.
Is it covered?
NO
YES
Use knife to spread jelly on other slice.
Is it covered?
YES
NO
PB + jelly sandwich = 1 slice with PB + 1 with jelly
STOP

★ Make a flowchart for the directions you wrote.

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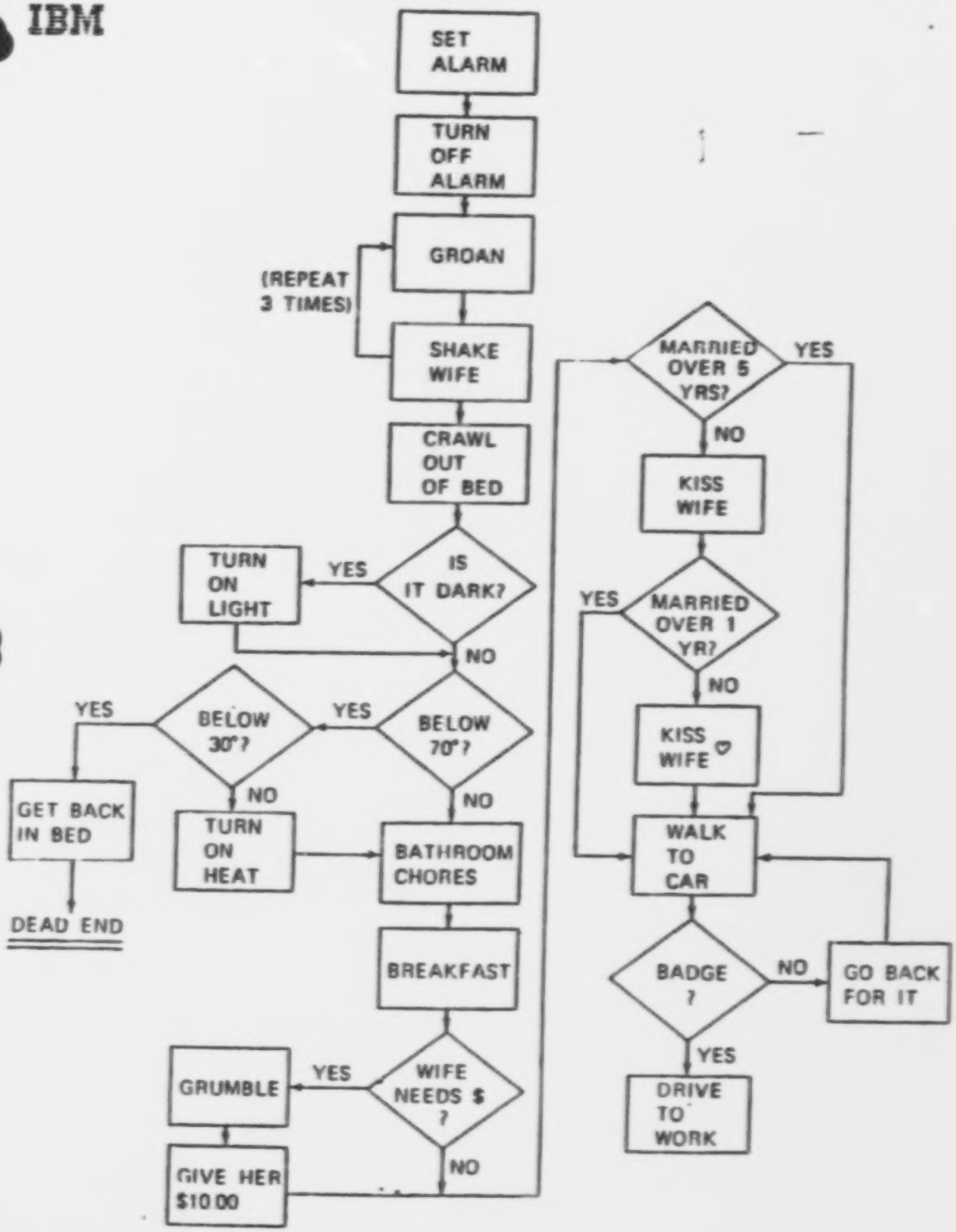
The Computer Tutor

* Example

IBM

"Flow Chart"



Subject Area(s) Math

Unit(s) Computing a Discount - On Sale!

Teacher Young

Objective (s):

Students will compute the sale price of an item when a discount is given, either as a percentage or a fraction of the price.

Procedure(s)/Infusion Process:

1. Discuss with students why they think the general public finds "sales" so appealing. Ask students to name some sale items they've purchased.
2. Explain that "discounted" means merchandise is reduced from its original price.
3. Brainstorm some reasons why merchandise is periodically discounted in the stores.
4. Review the term percent (%).
5. Explain that discounts are often presented as a percentage or a fraction of the price.
6. Work through several examples (on board) of how to compute an item's sale price.
7. Distribute, discuss and work through the worksheet "The Amount of Discount and Net Price."
8. Distribute "On Sale" worksheet and, using the newspapers students have brought in, have students find an advertisement that gives the original price and the discount of a group of things. Have students calculate the sales prices for each item.

Resources and Materials:

(Ditto) The Amount of Discount and Net Price

(Ditto) On Sale!

Newspapers

Comments on use/Suggestion for future use:

Subject Area(s) Math (Unit Pricing)

Unit(s) Be a Smart Shopper

Teacher Young

Objective (s):

Students will be introduced to the concept of unit pricing and determine its benefit to consumers.

Procedure(s)/Infusion Process:

1. Discuss why we should compare product prices when we purchase goods.
2. Discuss how product packaging can make a difference in the product price.
3. Stress how buying the "larger size" of a product doesn't always mean the consumer is saving more.
4. Explain several examples of unit pricing on blackboard.
5. Distribute and discuss the two dittoes "Be a Smart Shopper" and "Getting Your Money's Worth".
6. Have students bring in newspaper advertisements for grocery sales. Have students find unit prices for similar items and compare costs.
7. Distribute the worksheet "Meal Planning" and have students plan a week's worth of meals, listing three days' meals and giving the unit prices for items shown after they have done some comparison shopping using the newspaper advertisements.
8. Have students compare costs of the meals they've created with those of their classmates.

Resources and Materials:

Dittoes: Be a Smart Shopper
Getting Your Money's Worth
Meal Planning

Newspapers

Comments on use/Suggestion for future use:

*Students should have already studied rounding decimals and measurement vocabulary.

Science

Subject Area(s) Science

Unit(s) Galaxies

Teacher Mrs. Baker

Objective (s): The students will become aware of the many different subjects of astronomy and how these subjects relate to each other. The students will also obtain a better understanding of how the astronomer gains information in his job.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students brainstorm what they think an astronomer does today. (Tell about historic astronomers) 2. Explain that astronomy has become such a large subject that many astronomers/scientists concentrate on a specific area of astronomy. 3. Have students research the many areas of astronomy-starts, solar system, comets, space flight, etc.-and report back to the class on their findings. 4. Have an astronomer visit the classroom and discuss the many aspects of his/her job.	Resource books - library Astronomer guest speaker Short reading on astronomers of the past (attached) Bulletin board

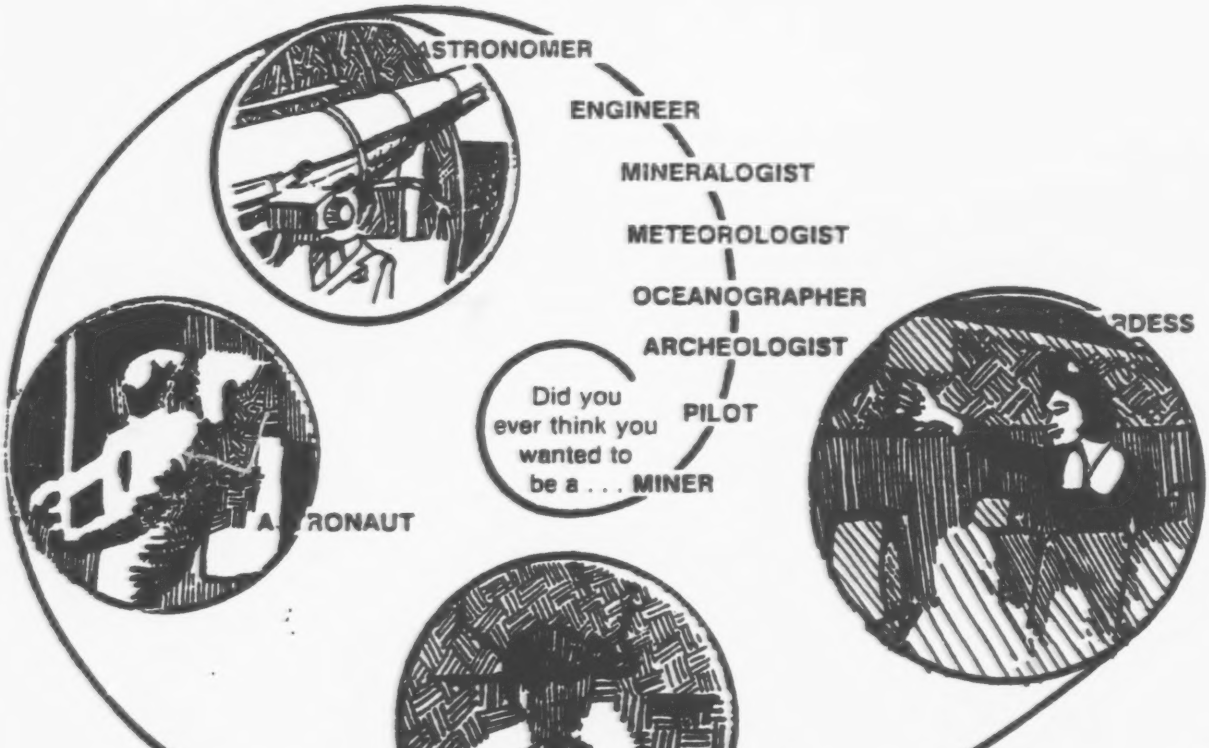
Comments on use/Suggestion for future use:

Careers in Science

NICOLAUS COPERNICUS

Nicolaus Copernicus (1473-1543) was born in Thorn, Poland. Although he studied law and medicine, his main interest was astronomy and mathematics. In his day, most scientists believed that the sun, moon, and planets moved around the earth. In 1530, Copernicus introduced the idea that the sun, not the earth, was the center of our solar system. Even though much of his work was done without a telescope, his ideas are still accepted, after four hundred years.

HOW ABOUT YOUR FUTURE IN SCIENCE?

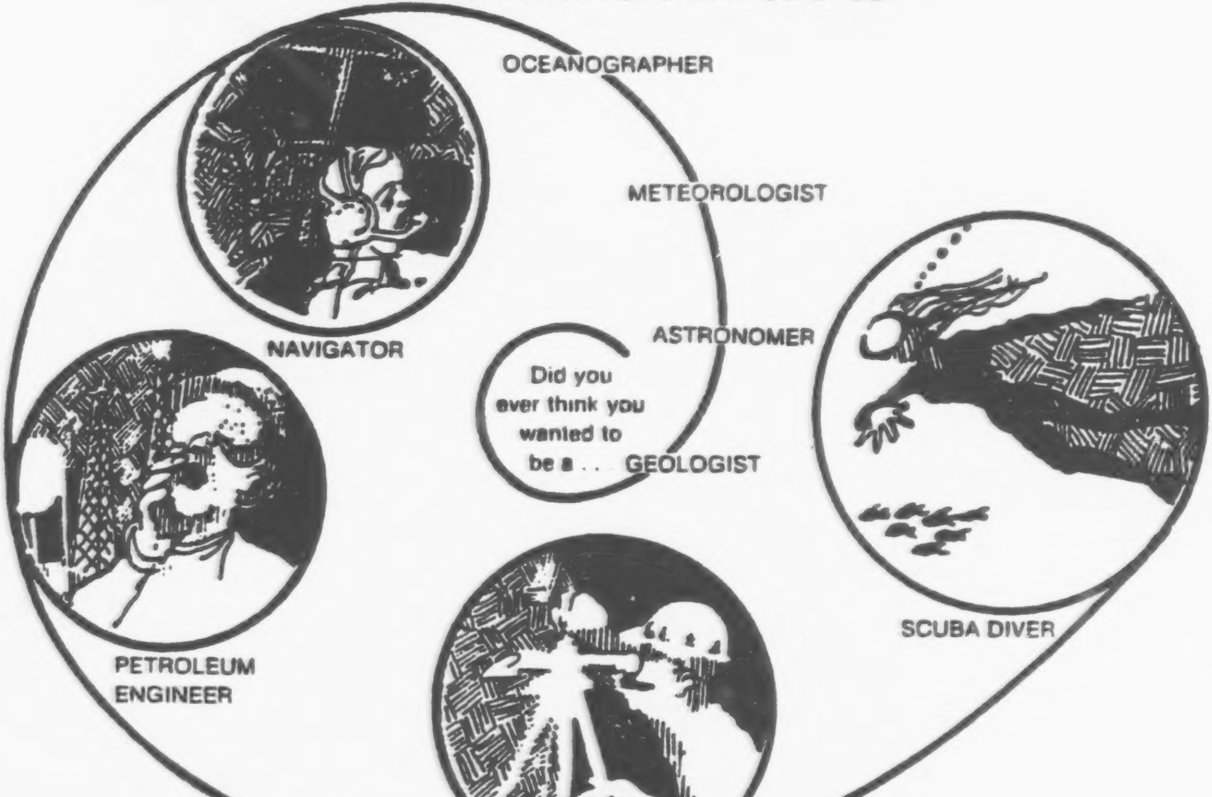


Careers in Science

GALILEO GALILEI

GALILEO GALILEI (1564-1642) was a great Italian scientist who was born in Pisa, the home of the famous Leaning Tower. He was a man of many interests. His experiments dealt with a variety of things including pendulums, light and mirrors, and falling objects. Although he did not invent the telescope, Galileo is given credit for being the first scientist to make important observations using the telescope. He discovered that the Milky Way was made of a great multitude of stars. Perhaps his most important findings explain the solar system and how the planets are related to the sun.

HOW ABOUT YOUR FUTURE IN SCIENCE?



Careers in Science

JAMES ALFRED VAN ALLEN

In the units to follow, you will be learning about our Earth and the space that surrounds it. Perhaps no other man is better qualified in this area than James Alfred Van Allen. Some people think that great science discoveries were made only by men who lived hundreds of years ago. This is not true. As recently as 1958, Van Allen discovered that the earth is surrounded by a large doughnut-shaped energy belt. In his honor, the energy zone was called the **Van Allen belt**. This energy layer was found as a result of sending a man-made satellite (Explorer) into outer space.

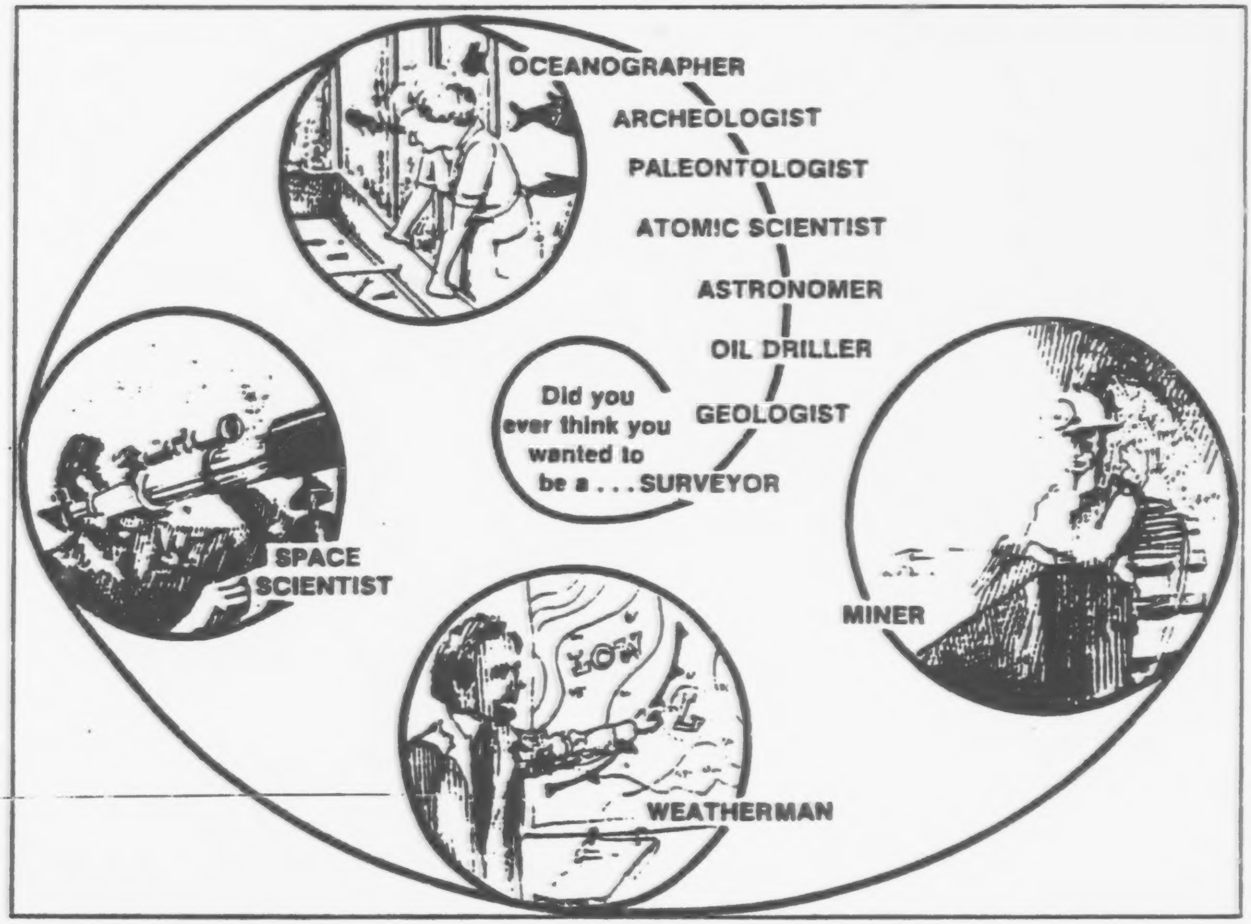
With what you have already learned about the north and south poles of the earth, can you explain what holds the Van Allen belt?________

____

Why is it so important, especially today, that we know that the Van Allen belt exists? __________________________

____

HOW ABOUT A CAREER FOR YOU IN SCIENCE?



Subject Area(s) Science

Unit(s) Human Body Systems-Circulatory

Teacher Mrs. Baker

Objective (s): The students will understand that knowledge of blood donorship and other related subjects are important for emergency situations, as well as in the performance of certain occupational roles.

Procedure(s)/Infusion Process:

1. Review previous learnings about blood and the circulatory system.

2. Review the different blood types and who can donate their blood to the different blood types and who cannot.

   "Dracula's Dilemma" Activity

3. Have a lab technician come in to discuss his/her career with the students.

4. Discuss past discoveries concerning this field.

Resources and Materials:

Display poster on blood cells and blood types.

Dracula's Dilemma Activity Booklet

Lab Technician

Handout - Charles Drew

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) Science Career Opportunities
Teacher J. S. Bates

Objective (s): The students will become more aware of careers available to them in the field of science.

Procedure(s)/Infusion Process:

1. Have students list as many careers in science and technology as they can find. Discuss each job.

2. Have students choose the job of interest and compare the occupations with science knowledge or skill.

3. Use newspapers (held wanted advetisements) to decide the kinds of jobs involved.

4. Discuss common place of employment (business, industry, school, etc.).

5. Find out future opportunities in the career and average pay.

Resources and Materials:

Newspaper

Dictionary

Encyclopedia

Filmstrip on "Science Careers"

On the spot interviews with persons involved in a particular area.

Comments on use/Suggestion for future use:

Subject Area(s) Life Science
Unit(s) Plant Kingdom and Economic Value
Teacher Bryant

Objective (s):

Students will learn about the plant kingdom and the economic value of plants in human affairs.

Procedure(s)/Infusion Process:

1. Discuss the classification of plants by scientists and the main features of plants.
2. Discuss the career opportunities that involve plants such as landscape architects, floral designers and conservationists.
3. Do a poster featuring the kinds of plants.
4. Make collages of plants that live in our environment.
5. Germinate seeds in milk cartons.
6. Plan a landscape design for their yards.

Resources and Materials:

Poster board

Plants, seeds

Filmstrips

Botany-related resources

Comments on use/Suggestion for future use:

Subject Area(s) Physical Science
Unit(s) Picture Yourself in a Science Career
Teacher Bryant

Objective (s):

Students will be introduced to as many aspects of engineering as possible.

Procedure(s)/Infusion Process:

1. Explain that engineering requires a knowledge of design, properties of materials, and machines.

2. Explain the necessity of an extensive background in physical science since the major portion of an engineer's work involves applying scientific principles in developing new products or more efficient ways of manufacturing existing products.

3. Review the educational background of engineering positions that require at least a four-year college degree in a particular field.

4. Students will do a brief written report and give an oral presentation on the branches of engineering such as aerospace, agricultural, biomedical, ceramic, chemical, civil, electrical, industrial, mechanical, metallurgical, mining, and nuclear.

Resources and Materials:

Library

1. Encyclopedia
2. SRA Job Family Series: Jobs in Engineering
3. Info job series: Science and Technology

Comments on use/Suggestion for future use:

Subject Area(s) Science/Enrichment

Unit(s) Environmental Awareness

Teacher Coleman

Objective (s):

Students will be able to describe the implications of using a plot of land for a specific purpose. They will assume a variety of roles and careers from the community.

Procedure(s)/Infusion Process:

1. Present a hypothetical situation in which 100 acres of land have been acquired by the county. The class must decide whether to keep or sell the land.
2. Each student assumes a career role in the community.
3. Each student will research their part and prepare their reasons why the land should become his or hers.
4. Each student makes an oral presentation.
5. After hearing and considering all the testimony, the class will decide the best use of the land.

Resources and Materials:

Possible interviews could be conducted with counterparts in the community.

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Heredity

Teacher M. Collins

Objective (s): The students will explore the occupations where heredity factors are studies and used to solve problems in life.

Procedure(s)/Infusion Process:

1. Study the following occpuations to learn how knowledge of genetics must be incorporated into the work.

2. Do oral, wirtten or group reports.

Physicians-genetic diseases

Psychologists-effect of genetic factor on twins, etc.

Surgeons-organ transplants

Farmers-development of new varieties of plants, breeds of cattle, etc.

Dog breeders-genetic factor they consider before breeding

Seed companies-development of new and better varieties

3. Construct posters with Punnett Squares illustrating example of genetic combinations from each of the above areas of interest.

Resources and Materials:

Textbook

Library research materials

Poster board and markers

Career information on Genetics

Seed catalogs

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) Protists
Teacher M. Collins

Objective (s): The students will be able to identify occupations which require knowledge of micro organisms.

Procedure(s)/Infusion Process:

1. Have students examine an electron microscope.

2. Describe how each of the following careers is based on the knowledge and study of micro organisms.

   Food Processors
   Mushroom farmers
   Medical researchers
   Bakers
   Space micro biologists
   Conservationists

3. Interview above occupations.

4. Research alcohol as a source of energy.

5. Study the importance of algae balance to maintain healthy lake blance of life.

6. Visit a hospital medical lab.

Resources and Materials:

Library research materials on disease, micro organisms.

Newspaper articles with latest techniques of studying conservation, algae as a source of food, developments in space research medicine, etc. and new discoveries.

Textbook

Medical pamphlets on diseases caused by micro organisms

Quality control standards of government good inspection

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Plants

Teacher M. Collins

Objective (s): The students will become more aware of various occpuations associated with the basic knowledge of plants...their study, research, and production.

Procedure(s)/Infusion Process:

1. List several occpuations associated with the knowledge of plants:

    - Farmers
    - Foresters
    - Nursery or garden store owner
    - Floral designers
    - See catalog companies
    - Landscape architects
    - Tree surgeon

2. Have students complete oral or written reports on the above occupations.

3. Visit and interview several of the above occupations to find out how their plant knowledge helps.

4. Visit a garden store.

5. Collect tree leaves and identify.

Resources and Materials:

Library research - books on Botany and Botany specialities

Telephone directory - to find listings or related occupations

Textbook

Career resources

Plant and Agricultural Scientists (vertical file)

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) People and Science
Teacher Constantino

Objective (s):

After reading and discussing the People and Science pages in the 6th grade textbook, the student will locate articles in magazines and newspapers which give examples of people in Science careers.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Read and discuss People and Science articles.	6th grade textbook
2. Fill in information on a worksheet describing the person's contributions to the science field.	Magazines/newspapers
3. Locate articles in magazines and newspapers. Cut out articles and make a bulletin board of science careers.	Bulletin board

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Careers in Space

Teacher Egner

Objective (s):

The students will be able to recognize various occupations dealing with space travel and gain an insight into what a space artist does.

Procedure(s)/Infusion Process:

1. Discuss and list various occupations dealing with space.
2. Have student write briefly why they are interested in one of those particular occupations.
3. Provide a guest speaker. (Ron Miller, a writer and artist, will talk to the students concerning Space Art. He has published a book entitled "The Grand Tour" and also did the art work for the movie "Dune". He will present slides and answer students' questions concerning his occupations. He also did work for NASA.)

Resources and Materials:

Guest speaker - Ron Miller

Slides

Book - "The Grand Tour"

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Career Survey

Teacher C. Hartman

Objective (s): The students will develop an awareness of the vast number of careers available in science and related fields.

Procedure(s)/Infusion Process:

1. Supply a list of professional titles from which students may choose one. Briefly explain the field of science in which each performs.

2. Have students research the profession through library research or interview.

3. Have students write to one or two individuals in the field to find out what is involved in a typical working day. (If resource is available)

4. Have students report back to class about the profession researched.

Resources and Materials:

Library reference materials

Phone book for personal contacts

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Enviornment

Teacher N. Jackson

Objective (s): The students will become aware of the many different scientists needed to solve the "climate puzzle." (An IBM production)

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students view "Fate of the Earth." The show deals with the many decisions and choices we and scientists will have to make. 2. Discuss show with class.	IBM Series the Planet Earth "Fate of the Earth"

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Weather/Climate

Teacher N. Jackson

Objective (s): The students will become aware of the many different scientists needed to solve the "climate puzzle." (An IBM production)

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Show students a 60 minute show entitled"Climate Puzzle." 2. Discuss with students that the show focused on the many different types of scientists and their contributions to answering the...Climate Puzzle.	IBM Series the Planet Earth "Climate Puzzle"

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) Planet Earth - Gifts
Teacher N. Jackson

Objective (s): The students will become aware of the many different scientists needed to solve the "climate puzzle." (An IBM production)

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students view program. 2, Emphasize the many different types of scientists which are involved in finding and extracting our"Gifts from the Earth". EX: planetologist, soil experts, geologist, mineralologist, etc.	IBM Series the Planet Earth "Gifts from the Earth"

Comments on use/Suggestion for future use:

Subject Area(s) Science

Unit(s) Energy Resources

Teacher E. Jones

Objective (s): The students will become more aware of careers in physics.

Procedure(s)/Infusion Process:

1. Review previous facts about energy resources (fossil fuels, hydroelectricity, nuclear energy).
2. Show filmstrip on careers in physics.
3. Complete fact sheet on 2 - 3 careers in energy resources.

Resources and Materials:

Textbook

Filmstrip

Career Resource Center Materials

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) Human Body
Teacher J. Kohman

Objective (s): The students will obtain information regarding job duties of a physician.

Procedure(s)/Infusion Process:

1. Invite a local doctor or possibly an emergency room physician for a class discussion.
2. Students will prepare questions which the teacher will screen and send to the doctor for review.
3. Research prior to visit of doctor by students about duties, qualifications of, doctor.

Resources and Materials:

Paper and Pencil

Research materials

Comments on use/Suggestion for future use:

Subject Area(s) Life Science

Unit(s) Science Methods

Teacher S. Sciabbarrasi

Objective (s): After having completed the activity "Science: Who Needs It?" students will work with partners to solve science career word scramble.

Procedure(s)/Infusion Process:

1. Review science related careers.

2. Ask students to name topics associated with occupations.

-study living things-biologist
-study weather-meteorologist
-study body-physician

3. Make reference to suffix -ist - indicate person associated with particular field.

4. Choose partners.

5. Distribute worksheet and explain directions.

6. Students may have use of dictionaries and library resources.

7. Discuss occupations as well as correct spelling and pronunciation.

Resources and Materials:

Project BICEP
Acitivity Sheet "Scrambled Careers"

Career Awareness-Science
(filmstrip/cassette)

Science, Who Needs It ?

Comments on use/Suggestion for future use:

-Students could design their own word scramble.

Subject Area(s) Life Science

Unit(s) Animals-Phylum Chordata (Aves)

Teacher S. Sciabbarrasi

Objective (s): The students will learn the variety and nature of plumages in bird species by designing different types.

Procedure(s)/Infusion Process:

1. Discuss the definition and activities of an orinthologist.
2. Discuss what personality characteristics would be useful to an orinthologist.
3. Discuss plumage and coloration.
4. Distribute Activity Sheet.
5. Discuss reasons for plumage coloration.

Resources and Materials:

Activity Sheet - plumage

Activity Sheet - coloration

Birds, A Collection

A Guide to the Behavior of Common Birds

Project BICEP book

Comments on use/Suggestion for future use:

- Choose a habitat near the school. Have students build models of "animals" that can hide in their habitat.
- Visit local center or invite a speaker to discuss related careers in orinthology.

Subject Area(s) Life Science

Unit(s) Science Methods

Teacher S. Sciabbarrasi

Objective (s): The students will understand the relationship between science skills and the world of work and be able to identify ten occupations with appropriate work skills in the field of science.

Procedure(s)/Infusion Process:

1. Introduce students to the universality of science and scientific principles.

2. Discuss familiar careers that incorporate science skills.

3. Explain that research is a part of scientific careers.

4. Provide books related to science careers, media materials, pictures.

5. Distribute Activity Sheet.

6. Open discussion of completed worksheets. Ask about any unusual careers the students may have discovered. Emphasize the connection of skills to the job and allow students to state other skills where appropriate.

Resources and Materials:

BICEP Activity Sheet, A-Z

Activity Sheet: Science-Who Needs It?

Career Awareness: Science

Science Career Explorations for Women

Comments on use/Suggestion for future use:

-Students may want to illustrate the occupation.
-Science fair where guests discuss their occupations.

Subject Area(s) Science

Unit(s) Computers in Science

Teacher Strawn

Objective (s):

Students will be able to identify different ways computers are aiding science-oriented careers.

Procedure(s)/Infusion Process:

1. Hold a class discussion to see how much students already know about computers and science-oriented careers.
2. Show two video tapes depicting how computers are aiding medical technology and other science-oriented careers.
3. Finally, several use computer programs which give the students a chance to assume roles in the working world (seismologist, deer herd manager, data processor, and research scientist).

Resources and Materials:

Video tape: Minerals - Data Processing

Computers and programs
  Quakes - Tutorial
  Oh Deer! - Simulation
  Factory
  Discovery lab

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) Halley's Comet/Space Science
Teacher Workman

Objective (s): The students will develop writing, editing and research skills by becoming familiar with producing a newspaper.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students write and publish a newspaper about Halley's Comet. (Could be used for Space exploration or any current topic) 2. Students become experienced in Scientific Writing Advertising Drawing comic strip layouts Editing Economics	Newspapers Encyclopedias Magazines Various Halley's Comet Reference Books

Comments on use/Suggestion for future use:

Subject Area(s) Science
Unit(s) Space Science
Teacher Workman

Objective (s): The students will be able to appreciate the various career opportunities available in the field of space science.

Procedure(s)/Infusion Process:

1. Plan field trip to Air and Space Museum.

2. Have students, during the field trip, to become acquainted with the various occupations in the Technology of Space Science.

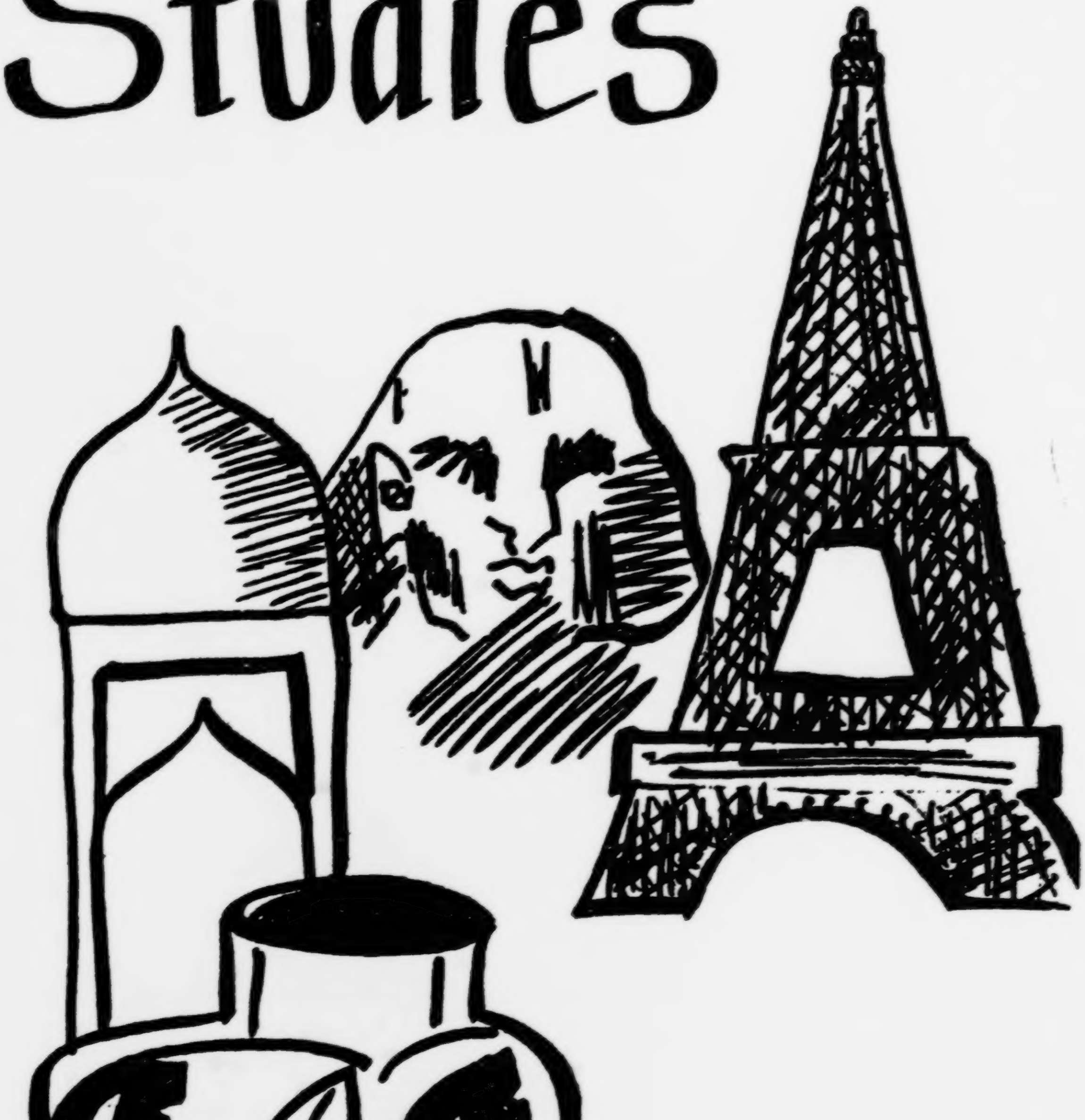
   Astronaut
   NASA Support
   Personnel ground crew
   Technician
   Pilot
   Space Food Service
   Research and Development

Resources and Materials:

Air and Space Museum

Comments on use/Suggestion for future use:

Social Studies



Subject Area(s) American History

Unit(s) Black History Month

Teacher S. Broaddus

Objective (s): The students will recognize the racial obstacles overcome by Black Americans who have contributed to their professions and to the betterment of American society.

Procedure(s)/Infusion Process:

1. Read an excerpt from the "I Have A Dream" speech.

2. Discuss what it means to be "equal" as a member of society? Should the word "men" be changed to include "women" in this speech?

3. Relate the meaning of equality to black society.

4. Review historical facts as to how Blacks have been treated unequally in America.

5. Give students a list of famous Black Americans who have contributed to society in careers in science, government, music, law and education.

6. Have students choose one of the people who may be in a career field the students which to pursue one day.

7. Instruct students to use reference materials.

8. Provide guidelines for oral reports which stress person's occupation and contributions to American society.

Resources and Materials:

Encyclopedias

American History Textbooks

Biographies Media on Black History

Comments on use/Suggestion for future use:

Subject Area(s) Civics

Unit(s) Bill of Rights

Teacher S. Broaddus

Objective (s): The students will understand that Article VIII of the United States Bill of Rights is affected by people's responsibilities for their actions on others through a simulated courtroom trial.

Procedure(s)/Infusion Process:

1. Discuss people who do their work in a courtroom setting.

2. Discuss the qualities that these people must possess in order to do their work effectively.

3. Explain simulated courtroom trial.

4. Distribute the case entitled "The Trial of Peter Jones."

5. List courtroom roles and issue parts to students so each can prepare the roles and rehearse the actions.

6. Set up classroom as a courtroom.

7. Proceed with trial

8. Conclude with discussion.

Resources and Materials:

Copy of Bill of Rights

Courtroom scene props

- chairs
- gavel
- Bible

Trial of Peter Jones Activity Sheet

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies
Unit(s) Freedom of the Press
Teacher R. Burch

Objective (s): The students will understand the significance of freedom of the press as guaranteed in the First Amendment of the U. S. Constitution to reporters, editors, and political cartoonists.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students collect editorials, political cartoons, and letters-to-the-editor from newspapers. 2. Have students interpret the views of the editor, cartoonist, etc. as presented in their work. 3. Have students compare the freedom of the press in the U.S. to the lack of it in Communist countries. 4. Have students summarize the advantages of the freedom in our society.	Bill of Rights Newspapers

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies
Unit(s) Cartography
Teacher Burch

Objective (s):

Students will understand how cartographers use symbols and map scale to make maps.

Procedure(s)/Infusion Process:

1. Given a map of Virginia, have students locate the legend and scale on the map.
2. Have students answer questions about places on the map to show their understanding of the symbols in the legend.
3. After an explanation of map scale, have students estimate distances between cities in Virginia.
4. Have students make a map of their houses using symbols and scale.

Resources and Materials:

Virginia road maps

Rulers

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies
Unit(s) The Middle Ages
Teacher M. Carter

Objective (s): The students will be able to understand the importance of the guild in the development of government in early Europe.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students list occupations in the later Middle Ages. 2. Define and describe a guild. 3. Explain how the guild served as a forerunner to government in Europe. (Set standards of quality, limited the number of masters, punished inferior work or workers, set dress standards) 4. Research family names that originated from an occupation. 5. Discuss women's role in the guilds. 6. Discuss the use of shop signs or pictures due to the fact that only a few people could read.	Current textbook Additional library books, encyclopedias on the lifestyle during the medieval period.

Comments on use/Suggestion for future use:

To conclude the unit, students could hold a medieval festival. Period clothes and a mock village complete with craftsmen could be included.

Subject Area(s) Social Studies
Unit(s) Ancient Roman Empire
Teacher M. Carter

Objective (s): The students will be able to understand the role of an archaeologist and simulate this career.

Procedure(s)/Infusion Process:

Teaching time: 3 class periods.

1. Have students define the word archaeologist.
2. View the filmstrip "Pompeii"
   Part I "Destroyed"
   Part II "Revealed"
3. Complete Challenge:
   Archaeological Artifacts
   HBJ Workbook P. 29-30, Level 6
4. Review the answers with the class.

Resources and Materials:

Dictionaries

Library related books on Archaeology

HBJ Workbook

Filmstrips

Projector and Cassette

Other materials:
National Geographic
May 1984, p. 557

Dec.1982, p. 687

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies
Unit(s) "Who Needs it?"
Teacher J. Galyean

Objective (s): The students will demonstrate the relationship between social studies and the world of work. Students will identify ten occupations and some accompanying work tasks associated with careers in the social sciences.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Review ideas students have learned throughout their past years of social studies. 2. Have students define social studies. 3. Have students gather information regarding social studies and bring to class. 4. Distribute "Social Studies Symbol" activity sheet. Allow students to make individual representations of social studies. 5. Brainstorm orally "Social Studies: Who Needs It?" 6. Have students list 10 occupations and associated work tasks that comply with social studies. 7. Students may interview a career person and then share information in class.	BICEP Social Studies Guide Pages 12 - 18 Newspapers News magazines Dictionaries Activity Sheets

Comments on use/Suggestion for future use:

-This would be a good beginning of the year activity. Students will want to brainstorm on why we need social studies.

Subject Area(s) Social Studies
Unit(s) TO TELL THE TRUTH
Teacher J. Galyean

Objective (s): The students will demonstrate research skills of famous people past and present. Students will learn to appreciate the values, attitudes, abilities, trials and tribulations of these famous people.

The students will become more aware of these people's contributions to society.

Procedure(s)/Infusion Process:

1. Initiate a class discussion of a famous world leader.
2. Explore the accomplishments of this leader.
3. Distribute "Famous People" activity sheets and have students complete research.
4. Supplement with Background Information sheets.
5. Share the names of famous people from individual's studies. Encourage discussion of accomplishments found.
6. Have students choose one person to research and give students a list of questions to assist in their research.
7. Students will try to outwit each other by playing a game To Tell The Truth.
8. Distribute How Do I Compare Activity Sheet. Students should reflect their own personalities, talents and opportunities for greatness.

Resources and Materials:

Project BICEP Social Studies Guide
Pages 74-82

Library/Media Center
Activity Sheets

Comments on use/Suggestion for future use:

-This activity should be used near the end of the year after students have been exposed to many famous leaders.

Subject Area(s) Civics

Unit(s) Values and the World of Work

Teacher S. Graham

Objective (s):

Students will rate job characteristics in order to identify their personal values and will be able to infuse those values into the workplace.

Procedure(s)/Infusion Process:

1. Have students complete the activity sheet entitled, "What Are Your Work Values?"
2. Have students collect five classified ads that interest them and paste them on the activity sheet "The Real World of Work" and also identify at least one personal reason for each choice as a means of recognizing work values important to them.
3. Ask volunteers to share their completed assignments with the class as a means of illustrating the wide diversity of interests and values in "the real world of work."

Resources and Materials:

Student activity sheet "What are your work values?" Page 187

Student activity sheet "The Real World of Work" Page 186

(Both are from Project BICEP)

Classified section of a Saturday newspaper

Comments on use/Suggestions for future use:

Subject Area(s) Social Studies

Unit(s) Occupations in the Middle Ages

Teacher J. Moore

Objective (s):

Students will understand the relationship between occupations and job demand through the comparison of the Middle Ages and today.

Procedure(s)/Infusion Process:

1. Discussion of middle age occupations.
2. Worksheet to survey class.
3. Oral presentation by each student of a job available to them at working age and how they would prepare for the job.
4. Comparison of an occupation available in the Middle Ages to a job today. Comparison of the training necessary.
5. Preparation of a chart displaying information.
6. Display of charts.

Resources and Materials:

Textbook

Crayons

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies

Unit(s) Careers from the Renaissance

Teacher L. Paytes

Objective (s):

To make students aware of "older" occupations open to them.

To allow them to experience those occupations.

Procedure(s)/Infusion Process:

1. Discuss the responsibilities and requirements of being: an architect, poet, artist, sailor, author, playwright.
2. Have students select 3 of the 6 and begin work.
3. Allow 2 days of class time and 1 week of out of school time to complete.

Resources and Materials:

World History Games

Handout (attached)

Comments on use/Suggestion for future use:

PEOPLE OF THE RENAISSANCE

Names of people who were important figures during the Renaissance are listed on these pages. Look at the underlined names and carefully read the assignments that go with each. You will be assuming the role -- one at a time -- of 4 of these people. Circle the numbers of the 4 you choose to be. As soon as you have made your choices, begin work on the assignments.

(1) explorer: It is the 1500's. You have just returned to Spain from a 3-year voyage around the world. Write a story (150 or more words) about your journey. Include such things as:

- (a) the number of ships and sailors that began the voyage
- (b) dates involved
- (c) problems faced by the crewmen
- (d) a sad event which occurred during the trip
- (e) a happy event that occurred
- (f) names of 10 places (countries, islands, continents) seen or visited along the way
- (g) kinds of products brought back to Europe from the Far East
- (h) the number of ships and sailors returning safely to Spain

(2) artist: During the Middle Ages artists painted pictures having to do with the Bible and religion. But Renaissance painters worked on landscapes, portraits, and scenes from everyday life. Choose one of the following art projects -- a,b, or c -- and prepare a detailed sketch in the style of a Renaissance artist.

- (a) landscape - Draw any town or country scene which shows an aspect of life during the Renaissance. You may want to look in your textbook or in an encyclopedia under "Renaissance" for pictures that might give an idea of what to draw.
- (b) everyday scene - Prepare a sketch showing people of the Renaissance involved in an activity typical of life in the 1300's, 1400's, or 1500's. Use your textbook or an encyclopedia as a source of ideas.
- (c) portrait - Choose a famous person of the Renaissance, find their picture in your textbook or an encyclopedia, and do a drawing of that person.

(3) poet - Write a poem about the Renaissance. It might be on exploration, education, science, trade, town life, farming, famous people, or anything else typical of the period. Your poem should have at least 16 lines. The first line of the poem should rhyme with the second line, the third line with the fourth line, the fifth with the sixth, and so on.

(4) architect - Architecture before the Renaissance centered on the design of churches. But during the 1300's, 1400's, and 1500's attention was also given to the design of palaces, public buildings, and homes. As an architect, it is your job to draw a building that workers will eventually construct. Make a detailed drawing of either a church, palace, public building, or home. Also include a sketch of the building's floor plan.

(5) writer - A new form of literature which appeared during the Renaissance was the "biography" -- a story of someone's life. Choose one of the following famous people of the Renaissance and write their biography: Copernicus, Galileo, Joan of Arc, Shakespeare, Machiavelli, Gutenberg, Columbus, da Vinci,

Michelangelo, Cartier, Luther. Before writing the biography, read about the person in your textbook or in an encyclopedia. Use facts from these sources in your story. (150 or more words)

(6) scientist - You are a scientist specializing in "anatomy" -- the dissecting (taking apart for study) of plants and animals. In particular, you are interested in human anatomy. For some time now you have been cutting open dead bodies to study bones, muscles, joints, and internal organs. Write a report (150 or more words) describing your most recent experiments and findings. You may want to make some sketches of bones, muscles, joints, or internal organs. (Internal organs include the heart, lungs, brain, etc.) Your report should contain information on the location and function of various parts of the body.

(7) sailor - You work for a Portuguese trading company. It is the 1500's and Portugal controls trade between Europe and the Far East. You are a crewman on board a ship that makes two voyages each year around Africa to India. You have just returned from one of these trips when the captain makes an announcement. He says the ship will be leaving for India again in just a few days. This is unexpected news because it is usually a month between trips. It means you will not be able to return home to visit friends and family. So you decide to write a letter telling everyone about the just completed voyage to India. Tell the family about your job on board ship. Mention kinds of goods brought back from India for sale in Europe. And be sure to tell how your ship was attacked along the coast of Africa by English sea dogs (pirates) and how you were a hero in battle. (150 or more words)

(8) playwright - Plays, especially those by England's William Shakespeare, were enjoyed by the people of Western Europe. Choose one of the following topics -- a,b, or c -- and write a short, one act play that has 4 to 6 characters. People you might put in your play are suggested below. Give names to your characters and make up a title for your drama. You may write a comedy or tragedy.

(a) Columbus Discovers a New World. Scene: Columbus' three ships have been at sea for many weeks and are now approaching San Salvador island off the coast of Florida. San Salvador is the first land area that will be discovered by the crew sent by King Ferdinand and Queen Isabella of Spain to find a route to the Indies. The time is October, 1492. Some suggested characters: Columbus, the first mate, a lookout hoping to sight land, other crew members.

(b) A Machiavellian King. Scene: The famous Italian writer Machiavelli wrote The Prince which said rulers should use any means -- no matter how wicked -- to oppose their enemies and force the people to obey. A European king has just finished reading the book and agrees with Machiavelli. The king is presently meeting with his friends and advisers to discuss what should be done to those who might oppose his leadership. The time is 1540. Some suggested characters: king, queen, army commander, nobles (rich friends of the king).

(c) Defeat of the Spanish Armada: Scene: The year is 1588. More than 100 warships have sailed into the English Channel north of France. This fleet -- known as the Spanish Armada -- has been sent by Philip II of Spain to attack England. Philip is angry because of the execution of Mary Queen of Scots and because of England's break from the Catholic Church. The proud Armada is about to be defeated by the English. The English victory will reduce Spain's seapower and open the way for England to start colonies in America. Some suggested characters: Spanish commander, Spanish sailors, English commander, English sailors.

Subject Area(s) Social Studies

Unit(s) Electing Our Leaders

Teacher E. Rhodes

Objective (s): The students will:

1. Understand the procedures involved in holding elections.
2. Be able to explain the organization of political parties.
3. Be able to list some qualities needed by one who seeks political office.
4. Be able to explain how one might become a candidate.

Procedure(s)/Infusion Process:

1. Discuss our two party system and the organization of political parties by using Chapter 10 "Electing our Leaders" in American Civics.

2. Have students discuss and research what qualities and educational background are needed for one to choose politics as a career.

3. Note that one might be a candidate for office or a campaign manager or a speech writer or a research assistant --many opportunities.

Resources and Materials:

Use one or more class periods to have a political leader come to the class to talk. You might use local, state, or national politicians.

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies
Unit(s) Careers for Americans
Teacher E. Rhodes

Objective (s): The students will gain proficiency in gathering information about tentative career choices and interests by analyzing a variety of resources and completing a career related project.

Procedure(s)/Infusion Process:

1. Discuss with students a variety of ways to explore different career choices and job interests - VA VIEW computer program, part time jobs, personal interviews with people whose careers interest them, etc.

2. Use Chapter 20 "Careers for Americans" as basis for background discussion on careers.

3. Use library materials listed at right to pursue specific interests.

4. Complete written paper on at least two careers that interest you or summarize personal interviews with people who work in occupations in which students are interested.

Resources and Materials:

Chapter 20 "Careers for Americans"
American Civics

Job Box

Career Box

Virginia VIEW

Occupation notebooks

Speakers to describe their occupations

Comments on use/Suggestion for future use:

Subject Area(s) Social Studies
Unit(s) Taking Part in our Political System
Teacher E. Rhodes

Objective (s): The students will:

1. Understand the forces that influence public opinion.
2. Show the part played by interest groups in our form of government.
3. Be able to identify occupations related to shaping public opinion.

Procedure(s)/Infusion Process:

1. Discuss propaganda techniques--how they are used and who uses them.

2. Use the lobbyist as a person who makes his/her living from propaganda.

3. Research the skills and education needed for such an occupation.

Resources and Materials:

American Civics Chapter 11

Media Center-Career Resource Materials

Comments on use/Suggestion for future use:

Subject Area(s) Map Skills
Unit(s) "Gaining an appreciation of the importance of maps in careers"
Teacher Seaberg

Objective (s):

1. To draw a pictorial representation of his/her "dream" school.
2. To discuss the basic procedures that are involved in map making.
3. To name the basic parts of a map (key, scale, etc.)
4. To discuss the importance of maps in our daily lives.

Procedure(s)/Infusion Process:

1. Introduce the concept of maps.
2. Discuss various types - who uses them in certain careers (ex.: architects, geologists, biologists, surveyors, etc.)
3. Discuss how these professionals are dependent on the skills of map makers.
4. Discuss key concepts involved in map making (keys, scales. etc.)
5. Have the students get supplies and draw a map (either interior or exterior view) of their "dream school". Emphasize the importance of clear labeling and of including as many details as possible on their maps.

Resources and Materials:

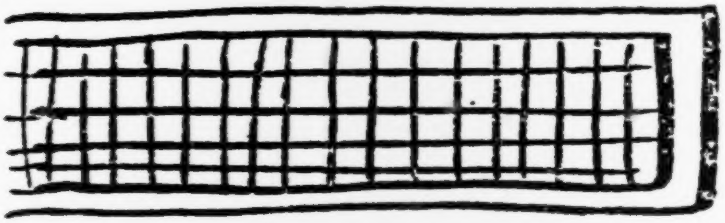
Large sheets of white construction paper

Rulers, pencils, erasers, crayons

Comments on use/Suggestion for future use:

This lesson went very well. The students really seemed to enjoy it. I think the idea of being able to draw their own "dream" school really sparked their imaginations. We mounted the finished products on the wall, and the students really seemed to take pride in that. They also lead each other in an excellent followup discussion about maps and professionals who use maps for their jobs.

Health Physical Education



Subject Area(s) Physical Education

Unit(s) Sports

Teacher Buchanan

Objective (s): The students will develop an understanding of the vast number of jobs that are related to sports. Students will realize that they can be something other than a "pro player."

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students read Sports magazines for ideas of jobs related to sports. Examples: Coaches, trainers, team physicians, physical therapists, sports writers, photographers, managers, scouts, announcers, etc.	Magazines Newspapers TV

Comments on use/Suggestion for future use:

Subject Area(s) Health/P.E.
Unit(s) Sports Medicine
Teacher McLawhorn

Objective (s): The students will become more aware of sports medicine and first aid through hands on instruction.

Procedure(s)/Infusion Process:	**Resources and Materials:**
Certified sports medicine person will visit the class and offer hands on experience to students.	Books
Days 1 & 2 - Give background notes of sports medicine as a career.	Boards Dittoes
Day 3 - Have trainer come in and show students how to do basic wraps. All individuals in class to try to do basic wraps.	Trainer and gear

Comments on use/Suggestion for future use:

Subject Area(s) Health/P.E.
Unit(s) First Aid
Teacher McLawhorn

Objective (s): The students will obtain:
1. a better understanding of CPR
2. a reinforcement of book knowledge of CPR

Procedure(s)/Infusion Process:

Certified CPR instructor visits each class for a 5 day period.

Day 1 - our book notes on CPR, and further explanations by visiting instructor

Days 2 & 3 - students will practice on CPR designed dummy and will view CPR film

Days 4 & 5 - CPR instructor will help to certify those interested students in CPR

Resources and Materials:

Health book

Films

Board

CPR instructor

Handouts

CPR dummy

Comments on use/Suggestion for future use:

Subject Area(s) Health & P.E.

Unit(s) Athletic Trainer

Teacher N. Paytes

Objective (s):

Students will learn the basic techniques of applying routine first aid procedures and be introduced to requirements for becoming an athletic trainer.

Procedure(s)/Infusion Process:

1. Discuss the treatment, prevention and rehabilitation of athletic injuries.
2. Distribute and discuss handouts covering prevention methods, emergency procedures and principles of athletic conditioning.
3. Explain educational requirements for an athletic trainer, with emphasis on specific courses such as anatomy and kinesiology.
4. Distribute and discuss handouts on body joints, bones and muscles.
5. Demonstrate taping of ankle, mouth-to-mouth resuscitation and the Heimlich maneuver.

Resources and Materials:

1. Dittos
2. Tape and pre-wrap
3. Mat

Comments on use/Suggestion for future use:

Subject Area(s) Health & Physical Education
Unit(s) Careers
Teacher Pickering

Objective (s):

Students will learn to research chosen careers.

Procedure(s)/Infusion Process:

1. Distribute the career file card that corresponds to students' first and second choices.
2. Have them read and condense the important information in the form of a report or outline.
3. Listing: Nature of work
   Related duty
   Duties & responsibilities
   Working conditions
   Education
   Earnings
   Overall outlook
   Related careers
   Sources
4. On notebook paper, make a poster to show their ideas that go with the career.

Resources and Materials:

1. Notebook
2. Pencil or pen
3. Career file card

Comments on use/Suggestion for future use:

1. Students worked well and seemed to be learning.
2. Students enjoyed drawing the posters.

Subject Area(s) Health & Physical Education
Unit(s) Values
Teacher Pickering

Objective (s):

1. Students will become aware of values that are important in choosing a career.
2. Students will learn things that should be considered in looking for a job.

Procedure(s)/Infusion Process:	Resources and Materials:
1. Have students answer questions about money, friendship, loyalty, etc.	1. Questions
2. Have a discussion about why people might be interested in a certain career.	2. Notebook
3. Have students make a list of careers related to Health & P.E.	3. Pen or pencil

Comments on use/Suggestion for future use:

1. Students were interested in sharing ideas and stories about jobs.

2. Other ideas besides money were discussed.

Subject Area(s) Health and PE

Unit(s) Personal Health

Teacher S. Smith

Objective (s): The students will become more aware of careers related to health and physical education.

Procedure(s)/Infusion Process:

1. Group students in three or four to a group.

2. Give students 2-3 books listed at right.

3. Have students compile a list of careers from the books assigned to them.

4. Instruct student from each group to write 5-10 careers on the board.

5. Have students choose one of these careers to look up information and report to class.

Information wanted:

Education needed
Location in enviornment necessary for this job
Salary
Physical requirements or limitations
Time requirements

Resources and Materials:

Health Career books available in library.

Recreation and Leisure
Sports Medicine
Health and Medical Careers
Careers in Sports
Careers in Health Services
Careers in Physical Therapy
Opportunities in Nursing Careers
Opportunities Paramedical Careers
Your Future in Medical Assisting
So You Want To Be A Doctor
First Book of Nurses
Dentistry
What Does A Paramedic Do ?
Opportunities in Occupation Therapy
Vetininary Medicine
Opportunities in Food Service
Careers in Food Service

Comments on use/Suggestion for future use:

Subject Area(s) Physical Education
Unit(s) Sports
Teacher S. Smith

Objective (s): The students will understand writing and speech skills development in relationship to careers in sports casting or sports reporting.

Procedure(s)/Infusion Process:

1. Show a five minute segment of a sports game to students with the sound off.

2. Have each students, before the game is shown, to decide whether he/she wants to be a reporter or a commentator.

3. Have students take notes as game is viewed.

4. Have students write what was viewed as a newspaper report or prepare a commentary on the game.

5. Read reports to the class.

6. Show the segment again with sound to compare reports.

Resources and Materials:

Video set

Five minute segment

Comments on use/Suggestion for future use:

Subject Area(s) Health

Unit(s) Nutrition

Teacher S. Smith

Objective (s): The students will become oriented to some of the responsibilities of nutritionalist in food service careers.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students plan a menu for seven days to include three balanced meals each day, using a variety of foods. 2. Ask students to count calories for the food intake of each day. (Calorie intake for a day is not to exceed 2200 calories) 3. Instruct students to use measurements when planning meals.	Calorie counting book or chart

Comments on use/Suggestion for future use:

Subject Area(s) Health & Physical Education
Unit(s) Career Opportunities in Education
Teacher Snuggs

Objective (s):

The students will be able to list and characterize a wide range of careers related to athletics.

Procedure(s)/Infusion Process:

1. Give information on the school's annual marathon. Have students devise a list of people and jobs needed to organize and operate the athletic event.
2. Assign certain duties for the event.
3. Have students list non-athletic participants to cover various interest levels.
4. Have students follow up news stories surrounding the event (interviewing participants before the race, after the race). Interview 1st, 2nd, and 3rd place winners.

Resources and Materials:

Description of marathon race

Comments on use/Suggestion for future use:

Subject Area(s) Health & P.E.

Grade(s) First Aid and Related Careers

Teacher F. Thomas

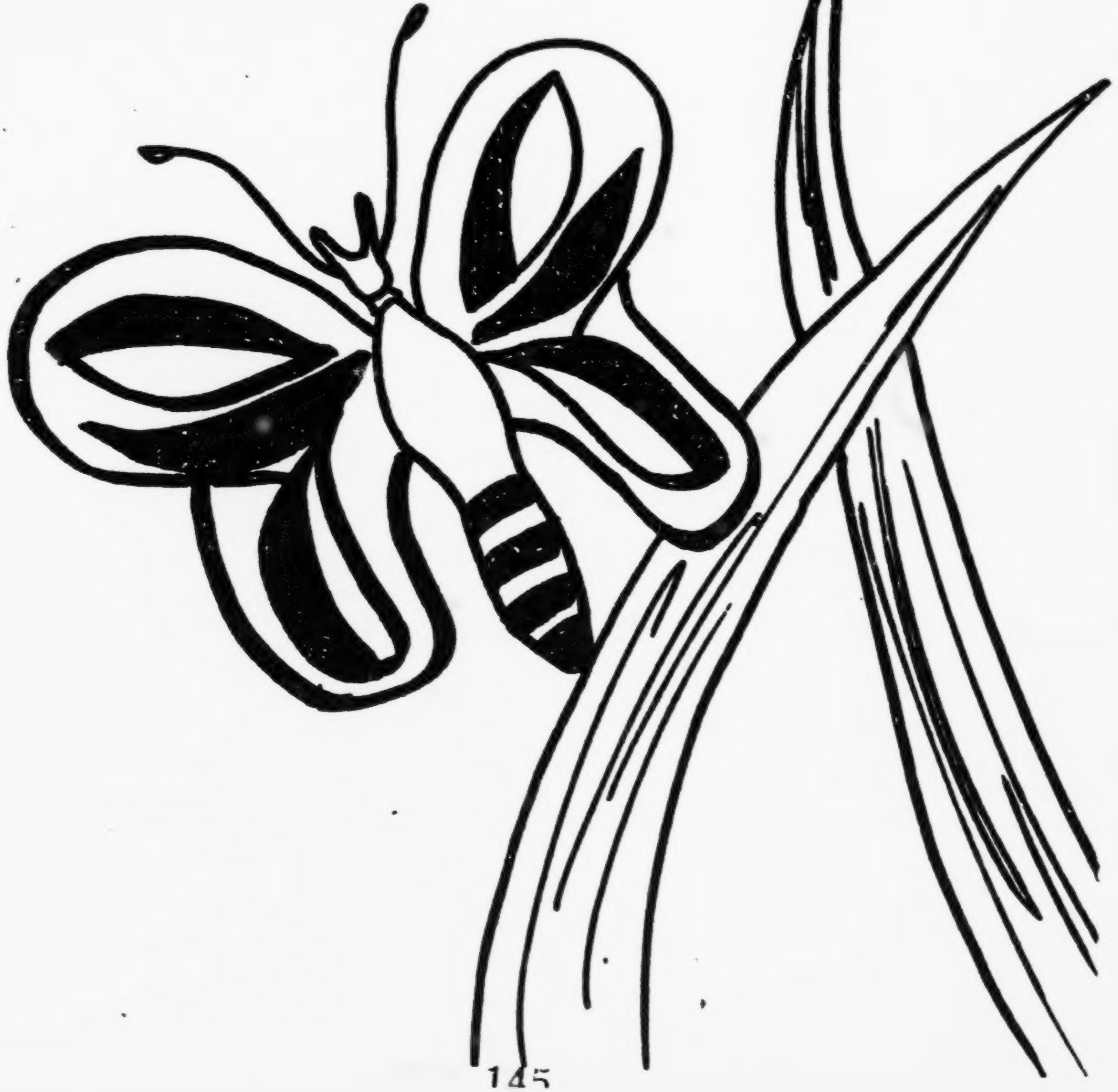
Objective (s):

Students will learn the variety of careers in the field of health by stimulating their interest in First Aid and Safety.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have the students list those careers relating to emergency medical care and first aid. 2. Identify and define those occupations. 3. Define first aid and seven general rules associated with first aid. 4. Complete emergency situation role playing and have students participate in group discussion of their reactions to said situations.	Emergency Medical Guide

Comments on use/Suggestion for future use:

Special Education



Subject Area(s) Math - Spec. Ed.
Unit(s) Money
Teacher Edward J. Funcheon

Objective (s): To instruct the students to learn how to use coins in various combinations to achieve a desired amount.

Procedure(s)/Infusion Process:	**Resources and Materials:**
Ask if anyone knows another way of making change for a dime besides 10 pennies. What coins would I need?(2 nickels a nickel and 5 pennies.) Then ask about making change for a quarter. Put all responses on board. Have various pupils come to front of room and pick up play coins to show various amounts. Begin directing class to choose the smallest number of coins to make various amounts of change. Summary - From board or on a ditto have class write various amounts of change up to a dollar as numbers of coins. e.g. (a quarter = 2 dimes and 1 nickel)	Chalkboard, play money, paper and/or ditto.

Comments on use/Suggestion for future use:

Subject Area(s) Math (Spec. Ed.)
Unit(s) Money
Teacher Edward J. Funcheon III

Objective (s): To instruct the students to learn to recognize the coins in our monetary system and learn their value.

Procedure(s)/Infusion Process:

Present each coin and ask its name and then ask if anyone knows whose picture is on the coin. Write the name of the president on the board and have class write it on their ditto sheets. Examine back of coins for their outstanding features and discuss with class. Interject any interesting features of the coins. (unit markings etc.) Ask for the value of each coin in cents and then write the name of the coin and its value.

Summary - 1. Orally scan the class, showing a coin and/or a picture of a coin and ask for its name and value.

2. On a prepared ditto, identify the coin facsimiles and write its name and value.

Resources and Materials:

An actual penny, nickel dime, quarter and half dollar, ditto sheet with a facsimile of each coin.

Comments on use/Suggestion for future use:

Subject Area(s) LD English/Reading

Unit(s) Vocabulary/Dictionary

Teacher T. Kunkler

Objective (s): The students will improve vocabulary while practicing reading comprehension skills and dictionary skills.

Procedure(s)/Teaching Formats:

1. Write 3 careers on the board.
    carpenter
    plumber
    local truck driver

2. Ask a student to read the careers aloud. Have students fill out sheets telling everything they know about the careers listed on the board. (Collect)

3. Have students choose a career they would like to learn more about.

3. Have students look up vocabulary words pertaining to the career.

4. Review all words to make sure students understand.

Resources and Materials:

1. Fearon Education Career Readers
    Books 4, 5, and 8

2. Worksheets - teacher made

3. Blackboard

Comments on use/Suggestion for future use:

Subject Area(s) LD English/Reading
Unit(s) Communication/ Comprehension/ Sequence
Teacher T. Kunkler

Objective (s): The students will read selections and remember enough to discuss what has been read in correct sequence.

The students will participate in class discussion and improve listening skills.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Read career reader of student's choice.	Fearon Education Career Readers
2. Students should be able to tell the group about the career story they chose in logical sequence.	Blackboard or overhead projector
3. Discuss with each group questions listed in teacher's guide.	
4. Discuss some of the things the students liked and disliked about jobs read and heard about.	
5. Compare similarities and differences between the careers.	

Comments on use/Suggestion for future use:

Subject Area(s) Special Ed.

Unit(s) Jobs for Teens

Teacher McPhillips

Objective (s):

Students will become aware of job opportunities specifically for teens.

Procedure(s)/Infusion Process:

1. Introduce topic asking students about jobs they know are held by teens. Put responses on board.
2. Show text entitled Finding Your First Job. (It describes many jobs open to teens and includes many pictures of teens at work.)
3. Add the suggestions from the book to the list on the board.
4. Use the ads in the newspapers for jobs to be filled, discussing which ones could be filled by a teen (not yet graduated from high school.)

Resources and Materials:

Finding Your First Job by Sue Alexander (pub. E. P. Dutton

Newspaper job listings

Comments on use/Suggestion for future use:

The book was extremely helpful in job suggestions for teens.

Subject Area(s) Special Ed.

Unit(s) Filling Out a Job Application

Teacher McPhillips

Objective (s):

Students will become aware of information requested on application forms and will learn to make appropriate responses to those requests.

Procedure(s)/Infusion Process:

1. Introduce topic as necessary in gaining summer employment.
2. Demonstrate topic by showing students a "real" application obtained from a store or restaurant.
3. Discuss penmanship, accuracy of information, spelling and neatness.
4. Give students a copy of an application form - give help on information requests.
5. Discuss appropriate responses and those that need to be exact.

Resources and Materials:

Worksheets from CEBCO Basic Skills on the Job

Application from Shoney's

Comments on use/Suggestion for future use:

Students appeared very interested. They especially liked the "real" application from Shoney's. Possible summer employment opportunities were discussed, and the students felt comfortable with filling out an application.

Fine Arts
Vocational

Subject Area(s) General Music
Unit(s) Careers in Music
Teacher Phala Andressen

Objective (s): To instruct the students to point out use of retailing skill plus love of music.

Procedure(s)/Infusion Process:

1. Show filmstrip
2. Discuss places in town that offer employment opportunities.
    A. Records
        1. Nichols
        2. Woolworth
        3. Sam Goody's
        4. Music Land
        5. Ross Music and Audio
    b. Equipment
        1. Nichols
        2. Woolworth
        3. Sam Goody's
        4. Music Land
        5. Ross Music and Audio
        6. Jordan Kitts
        7. Apple Music
        8. Picker's Supply
        9. Bullock's Baldwin
        10. Roberston's Music
        11. Contemporary Sounds
        12. Sears
        13. J. C. Penny's
        14. Montgomery Wards
        15. Radio Shack
    c. Repairs
        1. Roberson's Music
        2. Picker's Supply

Resources and Materials:

1. Filmstrip-
   Careers in Music-
   Music Retailing
2. Outside speaker

Comments on use/Suggestion for future use:

Subject Area(s) General Music
Unit(s) How a Recording Is Made
Teacher P. Andressen

Objective (s): The students will develop a realistic view of what being a member of a performing group means.

Procedure(s)/Infusion Process:

1. Show filmstrip

2. Lead discussion on requirements for becoming a member of a rock group pointing out:

   a. Person must be able to play instrument, to sing, or both

   b. Person must be willing to practice long hours

   c. Person must be willing to work another job to support musical interests

   d. Person must understand that few groups make it big

   e. Person must be willing to give his all

Resources and Materials:

"How A Recording Is Made" (EAV)

Careers in Music-"Dream Careers" (EAV)

Newspaper and magazine articles

Comments on use/Suggestion for future use:

Subject Area(s) Beginning Band
Unit(s) Instrumental Maintenance
Teacher B. Chamberlin

Objective (s): Students will understand the proper care and maintenance of band instruments which may lead to a career as an instrumental repair person.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Invite a local instrumental repair person to visit the classroom to explain the proper care and maintenance of woodwind, brass, and percussion instruments. 2. Discuss the operation of music store as a career which includes the selling of various instruments, music books, sheet, music, audio visual accessories, etc.	Guest speaker

Comments on use/Suggestion for future use:

Subject Area(s) Music

Unit(s) Music Plus

Teacher Jacobs

Objective (s): The students will be able to list and identify various careers that include an interest in music plus some other area.

Ex: An interest in music plus journalism might lead to a job such as a music journalist or magazine writer or editor.

Procedure(s)/Infusion Process:

1. Have students identify their interests, hobbies, etc.

2. Discuss what careers might be available with an interest in music plus one of the hobbies listed in #1.

3. Worksheet (attached)

Have students work individually or in pairs to complete the worksheet.

4. Review worksheet answers and discuss career choices.

Resources and Materials:

Worksheet (attached)

Guest Speakers

Comments on use/Suggestion for future use:

CAREERS IN MUSIC

Career

1. arranger for television, commercials, musicals
2. music dealer, manager, retailer, wholesaler
3. church musician (singer, player, conducter)
4. sound-mixer or engineer, hi-fi sales and sercice,sound person inrock group
5. high school band director, armed fo forces bandsman
6. composer
7. music columnist or magazine writer, editor
8. piano tuner, instrument repairman, manufacturer of instruments
9. music therapist
10. concert artist, symphonic musician, pop (rock) performer
11. music teacher
12. music secretary
13. opera or musical comedy, performer or coach
14. disc jockey
15. elementary music teacher
16. music publisher
17. music librarian
18. musicologist
19. ethnic musicologist

Music plus interest in:

A. composing
B. business
C. teaching
D. printing
E. religion
F. working with hands
G. history
H. dramatics
I. arranging
J. young children
K. history relating to different races and cultures
L. parades
M. secretarial work
N. speaking
O. psychology
P. administration
Q. audio electronics
R. library
S. performing
T. journalism

Subject Area(s) Music

Unit(s) Dream Careers

Teacher Jacobs

Objective (s): The students will define the term "dream careers" and list some dream careers in music as well as other areas. Students will gain an understanding of aspects to consider when choosing a career.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Define and discuss the term "dream careers". 2. Have students brainstorm various jobs that would be considered "dream careers". 3. Have students divide the above list into areas of interest: music, art, dance, drama, science, math, etc. 4. List and discuss aspects to consider when choosing a job: salary, travel to and from job, interest in work, job security, opportunity for advancement, etc. 5. Have students write a one page essay on a dream career in music including the advantages and disadvantages of the job, the skills needed for the job, opportunity for advancement, etc.	Filmstrip in "Careers in Music" series: "Dream Careers" Guest Speakers

Comments on use/Suggestion for future use:

Subject Area(s) Music
Unit(s) What's The Difference?
Teacher Jacobs

Objective (s): The students will gain an understanding of the many occupations that are associated with music and will differentiate between jobs that are music careers and those that are music-related careers.

Procedure(s)/Infusion Process:	Resources and Materials:
1. Students will brainstorm to list jobs associated in any way to music. Ex: Working in an amusement park, at a roller skating rink, etc. (Students working in pairs may be given a time limit to list as many of these as possible.) 2. Have students divide the above list into two categories: a. those that are music careers b. those that are music-related careers 3. Discuss the skills needed for each job.	

Comments on use/Suggestion for future use:

Subject Area(s) General Music
Unit(s) "Instrument Maker"
Teacher McGhee

Objective (s):

Students will demonstrate their own creativity by designing and making an instrument from everyday materials.

Students will recognize the need of instrument designers and manufacturers in our society.

Procedure(s)/Infusion Process:

1. After a study of instruments of the orchestra and band, students will design and make an instrument from materials found at home, following suggested guidelines: if a melody instrument, it must sustain 2 or more pitches; if a rhythm instrument, it must be able to make a sound.
2. Students will write and present a report explaining how they made their instrument, materials used, time involved, which section it represents.
3. Students will demonstrate their instrument by playing it -- if a melody instrument, they will play several measures of "Row, Row, Row Your Boat" or a selection of their choice; if a rhythm instrument, they will play several rhythm patterns to accompany a recording of their choice.

Resources and Materials:

Filmstrip Series -- "Instruments of the Orchestra"

Paper, wood, glue, string, wire

Comments on use/Suggestion for future use:

Subject Area(s) Music/Chorus
Unit(s) Vocal Careers
Teacher McGhee

Objective (s):

Students will learn about the job opportunities in Vocal Music and the required skills/education necessary to pursue these careers.

Procedure(s)/Infusion Process:

1. Discuss careers which require Vocal music: Opera (soloist, chorus), rock musician (soloist with group or back-up singer), Teacher (Public schools or private teacher) singer for television and radio commercials, musical therapist, religious choir directors/minister of music.
2. Discuss education/training necessary for each career.
3. Present guest speakers on careers in religious music and teaching.
4. Have discussion with speakers — questions from students concerning various aspects of their presentation (salaries, programs, colleges/technical schools which offer courses in these fields.)
5. Have students create a poster depicting 3 careers discussed or, if they are interested in becoming a professional musician, the career of their choice.

Resources and Materials:

Teacher knowledge of various careers and educational requirements

Guest speakers - Mr. Carroll P. Kelly, (Minister of Music, Fred. Baptist Church) and Mrs. Mary Kelly, Music Teacher/Choir Director

Poster paper

Markers

Comments on use/Suggestion for future use:

Good student response.
Five Chorus members intend to pursue a career in Vocal music.
May use members of the community involved in other areas of Vocal music as guest speakers.

Subject Area(s) General Music

Unit(s) "I am a Composer"

Teacher McGhee

Objective (s):

Students will become aware of their own creativity by composing a simple (16-20 measure) melody.

Students will become aware of the jobs and frustrations of a composer -- job of hearing a completed piece, frustrations of rewriting several times to perfect it.

Procedure(s)/Infusion Process:

1. Show filmstrips "Careers in Music" and "Dream Careers" (includes composers/arrangers)
2. After completion of study of the treble staff, types of notes and counting in several simple meters and study of melodic movement, have students compose a melody, following several suggested guidelines (16-20 measures, blend of types of notes--not too many of same type, blend of melodic movements and rhythm patterns.)
3. Have students use the piano, melody bells or a melody instrument of their choice to play their melody.
4. Present guest speaker who will address composing techniques, styles, life of composer.
5. Have speaker critique students' compositions, if they wish.

Resources and Materials:

Guest speaker -- Dr. David Long, Composer in Residence at Mery Washingto College

Piano, Melody Bells

Staff paper

Filmstrips "Careers in Music" and "Dream Careers"

Comments on use/Suggestion for future use:

Subject Area(s) Music
Unit(s) Careers in Music Education
Teacher Sanford

Objective (s):

Students will learn what jobs are available in music education and the differen in salary, educational requirements, and responsibility.

Procedure(s)/Infusion Process:

1. Show filmstrip.
2. Discuss jobs in education and how they are different; i.e., band director vs. general music teacher in elementary school vs. high school band or choral instructor.
3. Educational requirements - Conservatory plus educational courses to get a teaching certificate (Va. requirements vs. California requirements)
4. College professor - discussion of salary, responsibility, educational requirements
5. Conductor - discussion, etc...
6. Studio musician and freelance teacher
7. Discussion of musicology and a musicologist

Resources and Materials:

Filmstrip: "Careers in Music Education

Comments on use/Suggestion for future use:

Subject Area(s) Music

Unit(s) Careers (Performance)

Teacher Sanford

Objective (s):

Students will understand the requirements necessary for a career in music performance; i.e., education at a music conservatory, special training, luck, and talent. Students will also learn about responsibilities, lifestyles, and salary benefits that accompany a career in performance.

Procedure(s)/Infusion Process:

1. Show filmstrip first to generate some discussion.
2. Discuss and make list of essential concepts; i.e., conservatory, music theory, audition, comprehensive skills, etc...ability to perform all styles (versatility).
3. Discuss lifestyle of a performance career; i.e., travel requirements, continuous educational requirements, stress and competition, financial benefits, responsibilitiets, etc.
4. Show movie, "To Be A Performer".
5. Discussion - connect to next topic, Careers in Music Education. Great performers are also highly sought-after teachers.

Resources and Materials:

Movie - "To be a Performer"

Filmstrip - "So You Want to be a Star"

Notes on blackboard that are important ideas generated from discussion

Comments on use/Suggestion for future use:

Subject Area(s) Art

Grade(s) Any Grade

Teacher B. Johnson

Objective (s):

Students will understand the relationship between artistic skills and the world of work and be able to identify various occupations that require artistic knowledge.

Procedure(s)/Evaluation Process:

1. Expand students' awareness of the many uses of art.
2. Brainstorm with students careers they already know about that use artistic skills.
3. Instruct students to select an occupation where an art background is helpful. Students will write a page about the occupation. They must define what the job entails and correlate art knowledge and skills with the career.

Resources and Materials:

Newspapers, magazines

Dictionaries, encyclopedias

Jewelry, clothing

Comments on use/Suggestion for future use

Subject Area(s) Art

Unit(s) 7th & 8th

Teacher April

Objective (s): What is Art? Presentation
Perception is the major objective
1. Teaching students that people see and view things differently; therefore, art is a lot of things.

Procedure(s)/Infusion Process:	**Resources and Materials:**
Teaching students how to see - to notice things around them- detail. 1. Optical illusions 2. Trompe l'oils 3. Surrealism - videos- commercials Discuss careers that are related.	Magazine photos Examples of work from various artists Definitions: 1. aware 2. perception 3. express 4. self-expression

Comments on use/Suggestion for future use:

This presentation is good for the beginning of the semester and does help students open their eyes.

Subject Area(s) Art

Unit(s) Advertising

Teacher B. Johnson

Objective (s):

Students will recognize how art can be used as a selling technique in advertising.

Procedure(s)/Infusion Process:

1. Prior to the lesson, instruct students to bring in an artist's drawing from the media that advertises a product or service. Mount samples on the bulletin board.
2. Look at examples of advertising materials brought in by students. Discuss selling techniques used in each.
3. Have students draw an advertisement for a fictitious product or service.

Resources and Materials:

Newspapers, magazines, pamphlets, packages

Colored pencils, colored markers

Rulers, pencils

Drawing paper (12 x 18)

Comments on use/Suggestion for future use:

Subject Area(s) Art

Unit(s) Artists as Commentators

Teacher T. Scott

Objective (s): The students will become aware of pertinent social issues and through self-expression, each will take a stand on one or more issues.

Procedure(s)/Infusion Process:

1. Discuss artists as commentators, artists as photo-journalists.

2. List topics on which artists may choose to comment on about which to make a statement.

3. Have students choose a topic and find two magazine photos that best exemplify their topics.

4. Measure and cut each photo into 1/2 inch stips. Alternate (from the top) strips of the two photos by gluing to construction paper.

Each student will have constructed a transformation concerning a topic of importance to them.

List on board:

Hunger
Child Abuse/Neglect
Elections/Politics
Love/Romance
Fashion
Music
Peace/War
Patriotism
Sports
Terrorism
Youth/The Elderly

Resources and Materials:

Magazine, pictures/ads

Rulers
X-acto knives
Scissors
Ball point pens
Rubber cement
12x18 construction paper
(Variety of colors)

Comments on use/Suggestion for future use:

Subject Area(s) Art

Unit(s) Chinese Calligraphy/Brush Painting

Teacher T. Scott

Objective (s): The students will realize the importance of clear written visual communication in relation to the ability of securing the jobs they will desire in the future after discussing the development of Chinese calligraphy and some aspects of Oriental culture/thought.

Procedure(s)/Infusion Process:

1. Discuss Oriental culture.
2. Demonstrate proper method of holding brushes and proper stroking.
3. Require students to choose 4 or 5 of the characters when placed together to form a short verse.
4. Practice technique on newsprint.
5. Complete final project on white drawing paper.
6. Illustrate short verse with watercolors (in one color) using the brush painting technique.

Resources and Materials:

Large posters with examples of Chinese characters

India ink or thinned tempera (one color)

#8 watercolor brushes or larger

Baby food jars for storage of ink or paint

White drawing paper

Watercolors

Newsprint

Comments on use/Suggestion for future use:

-Leave plenty of time each class period to clean-up all supplies.
-Caution students about the care in the use of India ink.

Subject Area(s) Art

Unit(s) Spinning and Weaving as a Career

Teacher T. Scott

Objective (s): The students will obtain an understanding of the processes involved in the creation/construction of fabrics.

Procedure(s)/Infusion Process:

1. Have students try to spin wool into yarn by the drop spindle method.

2. Have students weave a small wall hanging from yarn using the tabby stitch and the tapestry stitch.

As a result of this experience, students will have a better understanding of the time, talent, and importance of craftspersons and designers.

Resources and Materials:

Fredericksburg Weaver's Guild
Arrange for demonstration

Looms (Cardboard or stretcher strips or rings)

Warp threads

Yarn

Weaving needles

Comments on use/Suggestion for future use:

Subject Area(s) Home Ec-Teen Living

Unit(s) Personal Relationships/Development

Teacher E. Blevins

Objective (s): The students will learn of different people who can help them work out teenager's problems.

Procedure(s)/Infusion Process:

1. Discuss different problems facing teens- alcohol, drugs, getting along with parents, peer pressure, etc.

2. Relate class notes, newspaper articles, stories from magazines, etc. to class.

3. Have students think of a specific problem they might have and write it down.

4. Collect papers and distribute to differnt students.

5. Discuss the problem and then solve by giving three different people the teenager could go to for help and tell why they chose that person to help.

6. Return papers to original writer.

Resources and Materials:

Career Reference Materials

Interview with guidance, parents, teachers, clergy, AAA, etc.

Comments on use/Suggestion for future use:

Subject Area(s) Home Ec - Teen Living

Unit(s) Intro to Home Ec

Teacher E. Blevins

Objective (s): The students will become aware of topics to be studied for the semester and list 20 jobs associated with the field of home economics.

Procedure(s)/Infusion Process:

1. Review topics/units to be covered. Explain each unit in detail.

2. Given reference materials, students will list 20 related occupations.

3. Distribute construction paper and markers. Have students write jobs on paper strips.

4. Put all listed jobs on bulletin board.

Resources and Materials:

Career Reference materials

Class topics for semester

Construction paper, scissors, markers, stapler

Comments on use/Suggestion for future use:

Subject Area(s) Home Ec-Teen Living
Unit(s) Consumerism
Teacher E. Blevins

Objective (s): The students will be able to write a want ad for a job of particular interest to them, fill out an application and write a cover letter for the application.

Procedure(s)/Inference Process:

1. Have students choose a career of interest from bulletin board.

2. Have students write a want ad for that job, as if it were vacant.

3. Complete "general" job application using rules discussed in class for that job.

4. Write a cover letter for job application for the job of interest.

Resources and Materials:

Bulletin board on careers in home economics

Textbook - Chapter on Jobs

Newspaper - examples of want ads

Textbook - example of letter

Job applications

Comments on use/Suggestion for future use:

Subject Area(s) Teen Living
Unit(s) Careers in Child Care
Teacher P. Delano

Objective (s):

Students will develop an understanding of the careers relating to child care and their ability in this area.

Procedure(s)/Infusion Process:

1. Focus on the reasons for choosing an occupation relating to children.
   a. What characteristics would you need to be successful working with children?
   b. What kinds of skills do you need in communication?
   c. Education requirements
2. Work in pairs to make a child's book or game.

Resources and Materials:

Blackboard

Paper, scissors, glue

Crayons, markers or colored pencils

Magazines

Comments on use/Suggestion for future use:

Subject Area(s) Teen Living
Unit(s) Home Economics Careers
Teacher P. Delano

Objective (s):

Students will be able to identify and develop an understanding of how home economics skills can be incorporated into skills needed to survive in the world of work.

Procedure(s)/Infusion Process:

1. Brainstorm careers associated with home economics.
2. Have students research an occupation that would interest them and make an oral report. Interviews may be done.
3. Use filmstrip "Careers in Home Economics".

Resources and Materials:

Filmstrip

Puzzle

Blackboard

Creative Living for career research

Comments on use/Suggestion for future use:

Subject Area(s) Home Ec.
Unit(s) Grooming
Teacher Emily R. Strader

Objective (s): To instruct the students to recognize the importance of good personal grooming and how that relates to a postive self image and employment potential.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. View filmstrip "Looking Good" and answer questionnaire. Discuss all questions. 2. Show posters on grooming Tips and Pointers. 3. Design a "grooms" game putting in 24 grooming hints and pointers. Play the game. 4. Name jobs where cleanliness is a main priority. 5. Name jobs that are in the field of grooming.	Filmstrip "Looking Good" Butterick Series Posters from J. Weston Walsh Text book on Careers

Comments on use/Suggestion for future use:

Subject Area(s): Home Ec.

Unit(s) Food

Teacher: E. Strader

Objective (s): Upon completion of the lesson, students will be better able to make consumer decisions when supermarket shopping

Procedure(s)/Infusion Process:

1. View filmstrip on "Supermarket Shopping"
2. Give out a layout of a grocery store for students to examine.
3. Name foods sold in each department at the grocery store.
4. From the filmstrip, list services of the grocery store.
5. List various types of employment that can be found in the grocery store.

Resources and Materials:

1. "Supermarket Shopping" Filmstrip, Kraft Foods, Inc.
2. Prepared simulated layout of the grocery store.
3. Define terms produce, cosmetics, stationery, dairy products, dry goods, and periodicals on flipchart.
4. Flipchart
5. "Survival" Text. McGraw Hill Publishers

Comments on use/Suggestions for future use:

Subject Area(s) Home Ec.
Unit(s) Personal Development
Teacher Emily R. Strader

Objective (s): Upon completion of this lesson, the student can fill out a job application, social security form, and worker's permit.

Procedure(s)/Infusion Process:

1. Given a hypothetical situation, students will complete a sample job application, following all directions on the form.
2. Discussion on the importance of having a Social Security Card.
3. Fill out application for obtaining a social security card.
4. Discussion on why worker's permits are required by law.
5. Students can look at 3 parts to a worker's permit application.

Resources and Materials:

Job Application Sample

Social Security Form

Worker's Permit Form

Comments on use/Suggestion for future use:

Subject Area(s) Industrial Arts

Unit(s) Safety & Careers

Teacher Phillips

Objective (s):

Students will understand the need for safety rules and procedures in the working environment, at home, school or in their work place.

Procedure(s)/Infusion Process:

1. Explain safety in the different fields of Industrial Arts such as woodworking, metalworking, electricity and power machines.
2. Discuss the different occupations in the areas of woodworking, metalworking and electricity.
3. Have students brainstorm five ideas demonstrating a safety rule in a related area for a safety poster.
4. Have students research an occupation related to Industrial Arts using Va. View Occupational Cards, The Dictionary of Occupational Titles and any other outside resources they can find.

Resources and Materials:

Basic Woodworking Text Units 1-2

Basic Metalworking Text Units 1-2

Pamphlets on Safety (AIAA)

Filmstrip - Woodshop Safety

Overlays on Safety Rules

Va. View Occupational Cards

Comments on use/Suggestion for future use:

Subject Area(s) Industrial Arts
Unit(s) Metalcasting in Industry
Teacher Phillips

Objective (s):

1) Students will understand the need and purpose for casting in the foundry industry.

2) Students will be able to prepare a mold to be cast in metal.

Procedure(s)/Infusion Process:

1. Explain the foundry industry and related occupations.
2. Discuss the different types of casting methods and how each is used in industry.
3. View filmstrip series to see how the casting of metal is achieved with question and answer period between each filmstrip.
4. View actual demonstration of preparing a mold to be cast.
5. Have students follow step-by-step procedures and prepare a mold to be cast.

Resources and Materials:

Tools and Equipment for Metalcasting

Patterns

Filmstrip Series on Metalcasting

Basic Metalworking Text

Careers in Industry Text

Comments on use/Suggestion for future use:

Subject Area(s) Industrial Arts
Unit(s) Pictorial Drawings
Teacher Phillips

Objective (s):

1) Students will understand the basic concepts involved in the drawing industry and the purpose for each type of drawing.

2) Students will understand how to construct each type of drawing for projects related to class.

Procedure(s)/Infusion Process:

1. Explain the drawing industry and related careers.
2. Explain and demonstrate sketching perspectives, isometrics and cabinet drawings used in drawing industry.
3. Have students use supplied materials to construct several examples of each type of drawing.
4. Have students orally explain and demonstrate their knowledge of each type of drawing.

Resources and Materials:

Drawing paper, graph paper, wooden objects

Drawing worksheets

Basic Woodworking Text by Feirer

Creative Drafting by Earle

Technical Drawing Problems by Koesecke

Technical Illustration by Earle

Comments on use/Suggestion for future use:

Subject Area(s) Industrial Arts
Unit(s) Careers
Teacher D. Westwood

Objective (s): The students will become aware of what jobs, using industrial arts skills, are available.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students find one job listing in a newspaper and cut it out. 2. Instruct students to use the Dictionary of Occupational Titles to find job title information. 3. Have students locate job description. 4. Have students give a report to the class on a form requesting: Job Title Job Description Job Salary Range	Dictionary of Occupational Titles

Comments on use/Suggestion for future use:

Subject Area(s) Industrial Arts

Unit(s) Careers

Teacher D. Westwood

Objective (s): The students will become more aware of career opportunities in the field of industrial arts.

Procedure(s)/Infusion Process:	**Resources and Materials:**
1. Have students explore 2 careers from each group of study they work in. (Ex. woodlathe, woodworking, etc.) 2. Have students write a reports on the given area.	Dictionary of Occupational Titles Report form

Comments on use/Suggestion for future use:

Subject Area(s) Survival Learning Class
Unit(s) Filling Out Basic Forms
Teacher Jones

Objective (s): To instruct the students to be able to recognize and identify the different questions asked on basic forms commonly used by individuals in their daily lives.

Procedure(s)/Infusion Process:

1. First a discussion of the different types of forms commonly used.
   Examples:
   a. driver's license
   b. work applications
   c. social security
   d. change of address
2. Students will discuss the types of commonly asked questions (name, address, phone number, S.S# etc...)
3. Students will discuss and understand the purpose and convenience of filling out forms.
4. Students will fill out a form. that can be read and understood.
5. Vocabulary on commonly used forms will be discussed.

Resources and Materials:

1. Forms to be filled out.
2. Overhead with instructions and a form demonstating to students the purpose and use.
3. Movies - filmstrips
4. Dittos

Comments on use/Suggestion for future use: